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ABSTRACT

This directory is a compendium of 108 outstanding Education Consolidation Improvement Act Chapter 1 compensatory education projects selected for recognition by the United States Department of Education in 1987. It is the fourth volume in the "Effective Compensatory Education Sourcebook" series. Volume 1 consists of a review of the literature on effective schooling practices for the disadvantaged. Volume 2 profiles outstanding programs reviewed in 1985. Volume 3 profiles outstanding programs reviewed in 1986. Programs are accepted for review through a self-nomination process and judged on the basis of 13 program attributes and four achievement indicators derived from the school improvement literature. Common characteristics of the programs profiled here include the following: (1) appropriate instructional materials, methods, and approaches; (2) coordination with the regular school program and other special programs; (3) parent and community involvement; and (4) strong leadership. Each profile includes the following: (1) district name; (2) headline capturing the essence of the project; (3) abbreviated versions of the three salient attributes; (4) narrative describing program implementation; (5) Profile Chart listing basic project information; and (6) name of a contact person. A profile index is included on a separate chart. The appendices include the following: (1) projects nominated for recognition, 1985-86; (2) profile index to selected projects, 1985-86; (3) projects selected for recognition, 1984-85; and (4) projects selected for recognition, 1983-84. (FMW)

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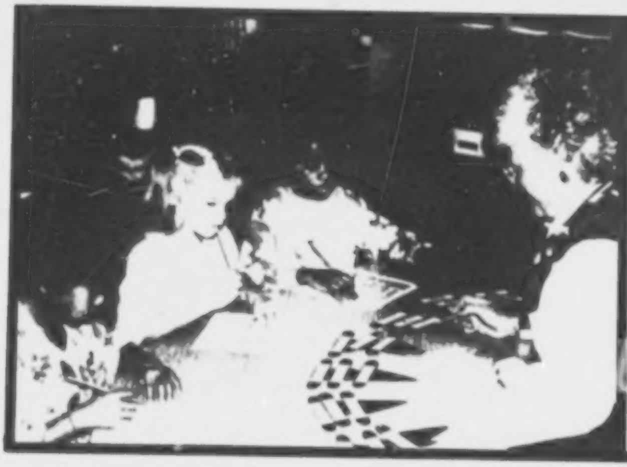
Effective Compensatory Education Sourcebook



Volume IV:

Project Profiles

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Effective Compensatory Education Sourcebook

Volume IV: Project Profiles

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UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

The success of many schools in disadvantaged neighborhoods is proof that good education is possible for all of our children. Chapter 1 of the Education Consolidation and Improvement Act of 1981 represents the major Federal effort to provide the chance for disadvantaged children to achieve the educational success that will give them access to the full measure of opportunities offered by our great Nation. The Chapter 1 program embodies the philosophy that if we focus on success, we shall get success. Our tasks are to identify the success stories, to publicize them, to encourage replication of them, and to fashion public policies that foster, encourage, and reward success.

In keeping with these tasks, this volume is a compendium of profiles of 108 outstanding Chapter 1 projects selected for recognition by the Department of Education in 1987. This is the fourth volume of the Effective Compensatory Education Sourcebook. The series is the product of our effort to identify and disseminate practices that foster in disadvantaged children the ability and motivation to climb the ladder of educational opportunity.

The successes of the projects described herein rise above the general pattern of hopelessness so often found in poor communities. We do not, however, think of these achievements as exceptions but, rather, as clear demonstrations of a rule: that good education is possible for all of our children, and that disadvantaged youth can achieve when we have high expectations of them.

I am confident that the information presented in this volume will stimulate the desire, interest, and leadership to adopt educational practices that will greatly improve the achievement of our Nation's disadvantaged children.

William J. Bennett

400 MARYLAND AVE. S.W. WASHINGTON, D.C. 20202

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR ELEMENTARY AND SECONDARY EDUCATION

We have made important strides in the education of disadvantaged children and we can be rightfully proud of the outstanding Chapter 1 projects that are profiled in Volume IV of the Effective Compensatory Education Sourcebook. These projects represent what educational tools work for children who attend schools in high poverty areas. More importantly, they are proof that our disadvantaged young people can indeed learn. Poverty does not have to result in failure in school. These projects demonstrate that every child can be educated.

Why are these projects successful? It is because they have an underlying philosophy that all children can learn. They are conducted in schools where the principal is a strong educational leader who expects teachers and children alike to be accountable for what happens in the classroom. They are implemented by motivated and dedicated teachers who have high educational expectations of their children. And their children live up to those expectations.

Our goal is to bring disadvantaged children into the mainstream of the educational reform movement in this country. The excellence represented in these projects gives us confidence that we can reach that goal.

Beryl Dorsett
Assistant Secretary

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

Volume IV of the Effective Compensatory Education Sourcebook brings to 354 the total number of outstanding compensatory education projects that have been nationally recognized under the Secretary's Initiative to Improve the Education of Disadvantaged Children.

The projects in this Sourcebook were deemed to be unusually effective when measured against 13 program attributes that researchers have consistently found present in effective classrooms and schools. The fact that coordination with the regular instructional program is one of the attributes of success frequently cited in the project profiles reinforces our conviction that we must demand no less from our disadvantaged youngsters than we do from their advantaged peers.

The practitioners who have implemented the projects described in this Sourcebook have accepted the challenge inherent in this conviction. They have demonstrated their belief in and commitment to the goal that underlies Chapter 1—to provide equal educational opportunity to all American children. Now in its third decade, Chapter 1 highlights our determination to focus a significant portion of our Nation's human resources to help disadvantaged children and, in particular, children who reside in high poverty areas.

I salute all the dedicated Chapter 1 staffs throughout the country. I commend Volume IV of the Sourcebook and its predecessors to their serious attention in their efforts to improve performance and achieve greater success in the education of disadvantaged children.

Mary Jean LeTendre

Mary Jean LeTendre
Director
Compensatory Education Programs

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Introduction

Introduction

In the spring of 1985, the U.S. Department of Education began designating certain Chapter 1 projects worthy of special recognition. The selection of these projects is the culmination of a national initiative to identify Chapter 1 projects that have been unusually successful in meeting the special needs of disadvantaged students. The goal of this initiative is to bring about program improvement through the sharing of practices which have been found to be successful in compensatory education settings. The *Effective Compensatory Education Sourcebook* series is one way in which the identified successful practices are disseminated.

Volume I of the Sourcebooks presents a review of the literature on effective schooling practices, providing special attention to the implications of these practices for the education of disadvantaged students. Volume II contains descriptions of Chapter 1 projects which were reviewed in 1985 and found to be particularly successful in educating these students. Volumes I and II were published in the summer of 1986. Volume III, published in 1987, presents descriptions of Chapter 1 projects judged to be especially effective through a second review process conducted in 1986. These three volumes are available for purchase from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20202 (Volumes I and II — Document No. 1986-62-398; Volume III — 1987-793-753). The present volume describes those Chapter 1 projects selected for recognition in 1987 and is based, like the previous volumes, on the Department of Education's initiative to improve the education of disadvantaged children. The activities of this initiative are outlined in the following paragraphs.

The Department of Education requests nominations from State Educational Agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs. Each Chapter 1 project nominated is expected to submit demographic data, together with information on 13 program attributes and four achievement indicators. The 13 program attributes reflect the elements most often cited as indicators of effective programs in the current school improvement research. These attributes are:

- Clear project goals and objectives
- Coordination with the regular school program/other special programs
- Parent/community involvement
- Professional development and training
- Strong leadership
- Appropriate instructional materials, methods, and approaches
- High expectations for student learning and behavior
- Positive school/classroom climate

- Maximum use of academic learning time
- Closely monitored student progress
- Regular feedback and reinforcement
- Excellence recognized and rewarded
- Evaluation results used for project improvement

Applicants are asked to describe their projects' activities in each of these areas and to highlight those attributes that are implemented in a unique manner and contribute strongly to program effectiveness.

They are also asked to submit evidence of the effectiveness of the project in terms of four indicators:

- Formal measures of achievement
- Informal measures of achievement
- Other project outcomes, e.g., attendance, affective measures
- Sustained gains

In 1985, 334 Chapter 1 projects were nominated for recognition based on information for the 1983-84 school year. Of these, 118 were selected.[1] In 1986, 281 projects were nominated based on 1984-85 school year data; 130 were selected and are described in Volume III. Volume IV contains descriptions of 108 projects which were selected from the 208 projects submitted in 1987 based on data from 1985-86.

The selection process is as follows. The nomination forms submitted by state education agencies are reviewed by panels consisting of representatives from major educational associations; experts in the area of school improvement research; and compensatory education teachers, administrators, supervisors, and researchers. Panel members examine each nomination and prepare a report, including a summary of their ratings and comments. While all nominated projects provide evidence of their effectiveness in helping disadvantaged students, the criteria used by the panels are intended to identify the projects that are most effective and most worthy of being shared with others in the field of compensatory education.

The selected projects reflect a wide diversity of locations, settings, philosophies, and instructional approaches. Local Educational Agency (LEA) projects, projects for migratory students, projects for neglected or delinquent youth populations, and others are all represented among the selections.

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[1] Two projects subsequently withdrew, leaving the 116 projects which comprise Volume II.

Development of Profiles of the Recognized Projects

After receiving the nomination forms and the review panels' rating sheets from the Department of Education, the variables describing each project were identified and recorded. These descriptive variables include curriculum focus, grade level, project size, geographic setting, and indicators of success. For each project, the three attributes which appeared to applicants and panel members to be the greatest contributors to project success were noted. The narrative descriptions provided by applicants on the project nomination forms were reviewed and used to write 225-word summaries highlighting the salient elements of each of these three attributes. In addition, a "headline" sentence which reveals something unique or especially important about the project was prepared.

Many projects exemplify several of the attributes of success. However, only three attributes have been highlighted. These attributes are identified with a bullet (●) in the Profile Index at the back of this volume. A star (★) indicates a particularly rich and detailed discussion of the way an attribute was implemented in a project. Finally, a draft narrative was mailed to each project for suggestions and comments. Revisions in the profiles were made accordingly.

Explanation of the Profiles

Each profile includes:

1. The district name
2. A headline capturing the essence of the project
3. Abbreviated versions of the three salient attributes
4. A narrative briefly describing the implementation of the attributes
5. A Profile Chart listing basic project information
6. The name of a person to contact for more information

The Profile Chart (Figure 1) contains two major headings: **INDICATORS OF SUCCESS** and **PROJECT DESCRIPTION.** The **INDICATORS OF SUCCESS** section displays types of evidence of effectiveness presented by each project. **Achievement** refers to the use of informal or formal achievement measures in reporting program effectiveness. **Sustained gains** refers to the use of sustained effects data (e.g., three group achievement data points over a minimum of one year). **Other outcomes** includes all data related to attendance, discipline, self-concept, and other behavioral and attitudinal outcomes.

PROJECT DESCRIPTION covers five areas: **Curriculum,** the subject area(s) covered by the project; the **Grade Level** of project participants; the **Number of Students** who receive services; the **Setting** in which the project operates; and the **Per Pupil Cost** of the project.

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☐ $1000 or more

Figure 1.

Under **Curriculum** four choices are listed: Reading, Math, Language Arts, and Other. **Grade Level** includes clusters of grade levels served. Thus, if a project serves third and fourth grade, the Profile Chart indicates categories K-3 and 4-6. If only one grade is served by the project, the category that includes that grade is marked. **Number of Students** includes four numerical ranges for indicating the project size in terms of the number of students served. **Setting** refers to geographic settings. **Per Pupil Cost** includes three categories: (1) up to $499, (2) $500 to $999, and (3) more than $1000.

Overview of National Identification Program Projects

Information from the profiles was tabulated in order to produce a descriptive analysis of the recognized projects. This analysis is contained in the Profile Index located on pages 140-143. The following is a brief summary of the information provided in the Profile Index.

PROGRAM. Most of the recognized projects are funded through basic grants to the local educational agencies (LEAs). Of the 108 selected projects, 89 are LEA (including three projects operating in Bureau of Indian Affairs contract schools), ten serve migrant populations, two are projects specifically designed to serve neglected or delinquent youth, and seven projects are in the "other" category (e.g., projects for handicapped students, projects operating with a combination of Chapter 1 and local funding, etc.).

SETTING. Project settings include rural, small town, suburban, and urban. Thirty-six projects function in urban settings, 15 in small towns, 28 in rural areas, and 29 in suburban locations.

NUMBER OF STUDENTS. The size of the projects tends to vary with project setting. Urban projects tend to be larger than suburban, rural, and small town projects. Twenty-one projects serve 500 to 2,500 students, and 44 serve between 100 and 499 students. Looking at very small and very large projects, 31 serve fewer than 100 students, and only 12 have more than 2,500 students.

GRADE LEVELS. The majority of the projects serve elementary grades. Eighty-two projects serve grades K-3, 73 serve grades 4-6, 36 serve grades 7-9, and 15 serve grades 10-12. There are 12 projects which serve preschool children.[2]

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[2] The total of these figures exceeds 108, because many projects are concerned with more than one of these categories.

The frequency of occurrence of the attributes is displayed in Figure 2 below.

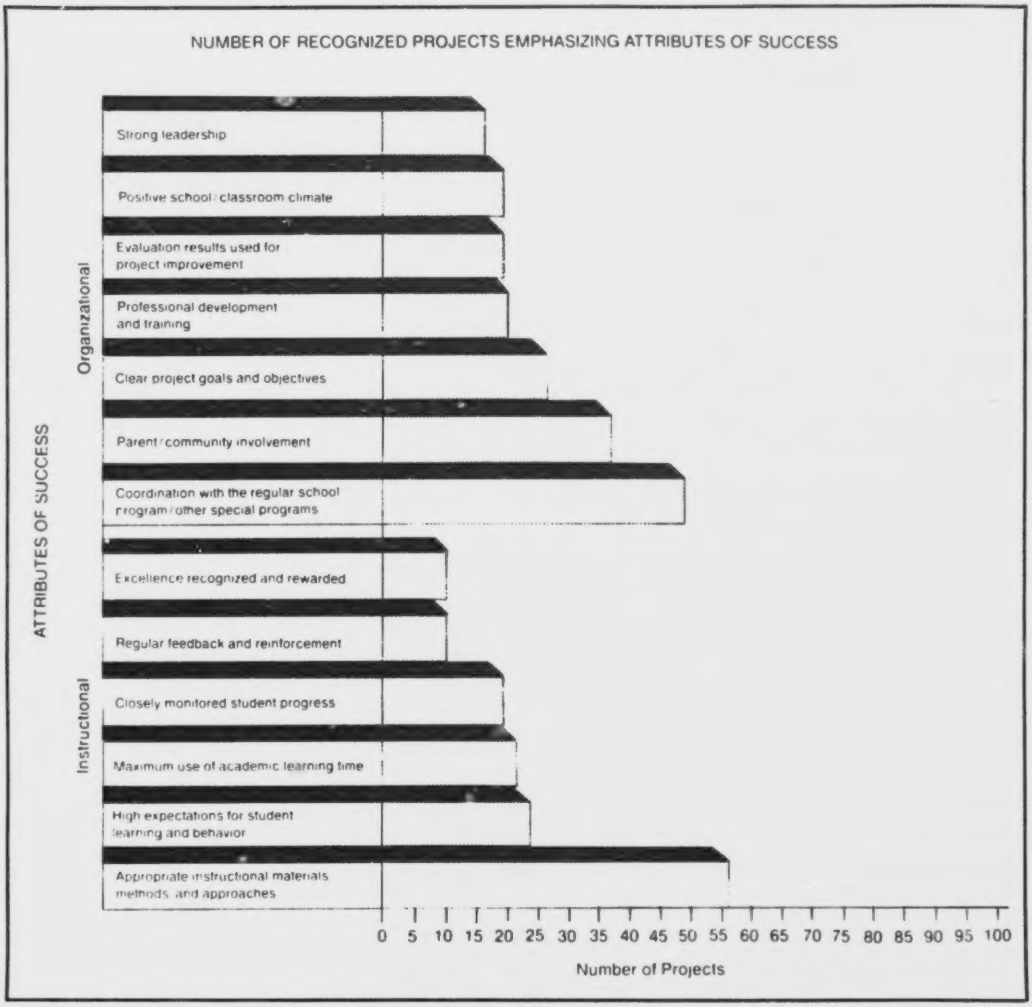

Figure 2.

CURRICULUM. The curriculum areas include reading, mathematics, language arts and "other," which primarily includes readiness programs for preschool children. Reading is the most frequently cited curricular area with 79 projects. Mathematics is second with 50 projects, language arts is third with 27 projects, and 29 projects are in the "other" category.[2]

PER PUPIL COST. The average cost for LEA projects (excluding preschool projects) is $713. For migrant projects the average per pupil cost is $622, and for projects located in neglected/delinquent (N/D) institutions it is $750.Preschool projects are significantly more expensive to operate than other types of projects. The average per pupil cost for preschool projects is $1,071. For projects in the "other" category, the average per pupil cost is $1,129. Regardless of project type, the per pupil cost for most (66) projects is between $500 and $999. Twenty-five projects have a per pupil cost below $500. The per pupil cost of 17 of the projects is $1,000 or more.

Per pupil cost can vary with type of staff used, age of the project (startup versus continuation), structure of the project, geographical cost of living differences, and other factors. Therefore, caution should be used in interpreting the significance of this variable.

INDICATORS OF SUCCESS. Annual and semiannual achievement test scores, multiple year achievement scores (sustained gains), and other measures (i.e., attitudes, attendance, self-concept, parent/community support) were used as indicators of project success. Of the projects reporting standardized achievement test scores, 44 reported an annual pre-posttest cycle, and 52 a semiannual cycle. Preschool and kindergarten programs tend to use criterion-referenced tests to measure success. Sixty-six projects reported sustained gains. There were 56 citations in the "other" category, indicating the use of behavioral and/or attitudinal measures.

ATTRIBUTES OF SUCCESS. Each project is profiled in terms of the three attributes identified as making the greatest contribution to the project's success. Attributes are organized into two categories: Instructional and Organizational. Instructional attributes are those that are oriented towards classroom-level instructional activities, e.g., appropriate instructional materials, methods, and approaches. The organizational attributes are those which have an administrative or schoolwide focus, e.g., strong leadership. (See Volume I for additional detail on these attributes and a discussion of the relationships among them.)

Appropriate instructional materials, methods and approaches, an instructional attribute, is the most frequently cited. Of the 108 selected projects, 56 were identified as exemplary in their implementation of this attribute. The next most frequently cited attributes are **coordination with the regular school**

program/other special programs (48 projects), **and parent/community involvement** (37 projects). These are organizational attributes. Twenty projects emphasize **professional development and training,** while 19 projects cite **closely monitored student progress.** The least cited attributes are **excellence recognized and rewarded** (10 projects), and **regular feedback and reinforcement** (10 projects).

The bottom of the Profile Index displays a series of column totals. Users will note that the sums for each category do not always total 108. This is because many projects have more than one element within a category, e.g., many projects provide both reading and math instruction.

The Profile Index is designed to provide quick access to information about the recognized projects. Readers interested in identifying projects by one or more descriptors can use the Profile Index to locate these projects. For example, if you are interested in mathematics projects in a rural setting, and you are concerned with maximizing academic learning time, locate **Setting, Curriculum** and **Attributes of Success** at the top of the Profile Index. Under these, you will find columns titled **Rural, Math,** and **Academic Learning Time,** respectively. The program(s) of interest will have bullets or stars in all three of these columns. The school district(s) (or other agency) and the page number(s) of the profile(s) will be indicated at the far left of the index.

Summary

The 108 Chapter 1 projects selected for recognition through the 1986-1987 National Identification Program have produced improvements in many areas including student achievement, student attitudes, self-concept, attendance rates, and parent/community support. The educational practices exhibited by these projects are in many cases creative and unique. In other cases, however, project staff relied not on innovation, but on consistent, methodical application of effective schooling practices. In all cases, the projects used instructional processes and organizational strategies that are supported by research as being effective in improving student performance.

As was the case among projects recognized in 1984-85 and 1985-86, some attributes stood out more than others: (1) **appropriate instructional materials, methods, and approaches,** (2) **coordination with the regular school program/ other special programs,** and (3) **parent/community involvement** appear to be the most important attributes, based on the frequency with which they are cited.

One salient attribute not cited as frequently as the three noted above is **strong leadership.** Coordinating programs, getting parents and community members involved, and seeing that appropriate instruction is taking place require strong instructional leadership. Whether it is the classroom teacher, the project coordinator, the principal, or a combination of them, these individuals ensure that all available resources are orchestrated to meet the needs of the students. Because it was generally these leaders who completed the application forms, we speculate that they may have been unduly modest about the important role they played in enabling the program to achieve national recognition. We congratulate them and hope that their expertise in Chapter 1 will be used by others to increase the number of exemplary projects in the future.

Organization of Volume IV

In the next section, Chapter 1 projects cited for recognition in 1986-87 (based on 1985-86 school year data) are listed alphabetically by state and then by district within states. Following these profiles are four appendices. Appendix A lists all projects nominated for recognition in 1986-87 and the 108 projects selected. Appendix B is the Profile Index displaying the major features of these selected projects. Appendix C lists the 130 projects selected for recognition and described in Volume III of the Sourcebook, together with the profile chart from that volume. The 116 selected projects from Volume II and the accompanying profile chart are displayed in Appendix D. Therefore, the indexes provide a cumulative display of all projects receiving special recognition through the National Identification Program thus far.

National Identification Program Projects

BIRMINGHAM CITY SCHOOLS
BIRMINGHAM, ALABAMA

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☑ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☑ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

Primary-level program features in-class reading and math instruction

Maximum academic learning time
Coordination with other programs
Parent/community involvement

The Primary Early Intervention Project provides supplemental reading and mathematics instruction to children in grades K-3 in their regular classrooms. A summer program for kindergarten children has recently been added.

An in-class design was chosen to avoid the problems of disruption and reduced time-on-task that often characterize pull-out programs. Regular classroom teachers further maximize learning time by having students ready for their supplemental learning when the Chapter 1 teacher arrives. In addition, homework reinforces skills developed during Chapter 1 activities.

Each component of the program is designed to interface with basic instruction. Coordination is assured through such methods as: (1) charting student progress on a skills mastery checklist that both regular and Chapter 1 staff use, (2) involving regular teachers in Chapter 1 inservice activities, and (3) having Chapter 1 staff attend meetings with other school faculty members.

Parents and community members participate in the parent advisory council (PAC), whose members visit schools, educate parents about the Chapter 1 program, and help plan and organize local school advisory councils (SACs). The program also offers "mini-workshops" in which Chapter 1 component heads explain their program components to parents. In 1985-86, the Chapter 1 Parent Education Program contacted over 30,000 parents in the district.

Contact: Joan M. Buckley
Birmingham City Schools
P.O. Drawer 10007
Birmingham, AL 35202
(205) 583-4614

KAYENTA UNIFIED SCHOOL DISTRICT #27 KAYENTA, ARIZONA

Language experience program builds Navajo children's English skills

Appropriate materials, methods, approaches
Coordination with other programs
High expectations for learning/behavior

The Intermediate School's Language Experience Project of the Kayenta Unified School District's Chapter 1 program serves children in grades 3-5. Nearly all of these youngsters are Navajo Indians for whom English is a second language. The Academic Improvement Through Language Experience program, developed in Kenosha, Wisconsin, is the model used to instruct these students in English and language arts.

The instructional model was selected because it is humanistic, meets students' needs for open communication, is self-pacing, provides meaningful vocabulary development, motivates leisure reading, and can be adapted for any grade level. The program also helps students learn to use video equipment and computers. Parents, too, are trained by the Chapter 1 teacher and permitted to take a computer home for a week so they can help the children with their homework.

The Language Experience project uses the district's Continuous Uniform Evaluation System (CUES) objectives to determine appropriate initial placement for students. Once in the classroom, students work to master these objectives. The project is designed to increase listening, writing, speaking, and reading skills—goals that coincide with the district's language arts goals and the state's Language Arts Essential Skills.

Project students participate successfully in schoolwide contests and serve as the official video crew for all assemblies and academic activities. The Chapter 1 teacher gives weekly achievement rewards, and top Chapter 1 students receive reading awards from the State Department of Education. Project students recently placed in the "top 10" in a national computer story writing contest, winning software from contest sponsors.

Contact: Gilbert Sombrero
Kayenta Unified School District #27
P.O. Box 337
Kayenta, AZ 86033
(602) 697-3251, ext. 292

INDICATORS OF SUCCESS

- ☒ Achievement
- ☒ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☒ Reading
- ☐ Math
- ☒ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☒ K-3
- ☒ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☒ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☒ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☒ $500 to $999
- ☐ $1000 or more

MARY E. DILL
SCHOOL DISTRICT #51
TUCSON, ARIZONA

CAI program fosters cognitive skills, leadership, belonging, and positive self-concepts

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☑ Other *

GRADE LEVEL

☐ Preschool
☐ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

* Higher order thinking skills

Appropriate materials, methods, approaches
High expectations for learning/behavior
Clear goals and objectives

Students in grades 4-6 participate in a computer-based instructional program called Higher Order Thinking Skills (HOTS). HOTS is designed to increase cognitive abilities, establish independent strategies for learning, improve communication skills, and build student self-concepts.

Five types of lessons are offered: Exploration, On Your Own, Idea Formulation and Development, Experimental/ Hypothesis Testing and Formulation, and Teach the Computer. Lesson formats encourage independent reading of instructions, involve students in detailed exploration of software, allow them to predict how programs work, elicit categorical and analogical responses through open-ended questions, encourage deductive reasoning and creative solutions, and use concepts linked to the classroom curriculum.

HOTS activities provide opportunities for students to demonstrate leadership, gain a sense of belonging, and develop courage to take on challenges. One of the first program activities is a mock funeral in which students bury their "cannots." Students have the opportunity to train their peers in the use of program software. Classroom and Chapter 1 teachers collaborate to foster positive self-concepts for program students.

HOTS seeks to increase reading skills beyond the comprehension of literal meanings. Program goals are aligned with the view of equity that is stated as "promoting the willingness of all students to tackle difficult and ambiguous problems and maximizing their ability to solve them." The program emphasizes transferring success from the computer lab to the classroom.

Contact: Ted M. Mruk
Mary E. Dill School District #51
Sells Star Route Box 870
Tucson, AZ 85711
(602) 883-4025

NEWARK SCHOOL DISTRICT
NEWARK, ARKANSAS

Parents and community members develop read-along cassette tapes

Coordination with other programs
Parent/community involvement
Excellence recognized/rewarded

Reading laboratories are used to provide supplemental instruction to students in grades 1-8. The program emphasizes total language development, with instructional materials and methods geared to an array of activities besides reading. Each laboratory is staffed by a certified teacher.

Regular and Chapter 1 programs are coordinated through: (1) regular joint staff conferences and planning sessions held at least twice a month, (2) weekly reports to regular teachers of skills mastered by program students, (3) checklists from regular to Chapter 1 teachers of skills to be taught during the upcoming week, and (4) inservice activities on such topics as Reading in the Content Areas and Effective Grouping in the Classroom.

The Parent Advisory Council (PAC) helps make materials for classroom use and organizes make-and-take workshops for parents and community members. PAC and community members have also organized a project for making read-along cassette tapes in science and social studies, which students can check out. Parents participate in program planning, local and state Chapter 1 meetings, parent-teacher conferences, classroom visits, and work sessions with their children at home.

Students' progress and achievement are recognized through: (1) end-of-year achievement certificates, (2) "auction money" which is earned by achieving goals and can be redeemed at monthly auctions, and (3) display of student work. Students also share their writing with other classes and display it in the library. Teachers receive commendations locally and are invited to present programs at the State Education Fair.

Contact: Alice Cortez
Newark School District
P.O. Box 336
Newark, AR 72562
(501) 799-8691

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☑ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

DOWNEY UNIFIED SCHOOL DISTRICT DOWNEY, CALIFORNIA

In-class instruction and "Early Bird" tutoring program strengthen basic skills

Appropriate materials, methods, approaches
Coordination with other programs
Strong leadership

At Imperial School, classroom teachers and Chapter 1 aides provide supplementary reading and mathematics instruction to Chapter 1 students in grades K-5 in their regular classrooms.

Teachers give directed lessons and aides reinforce learning and monitor time-on-task. Lessons use various learning modalities, manipulative materials, and computer instruction. Reinforcement of skills and development of higher-level thinking are emphasized. Chapter 1 students are placed in classrooms with high-achieving students, who serve as role models and tutors. "Early Bird" tutoring is also offered two days a week before school.

Chapter 1 instructional goals and objectives are the same as those of regular programs. Daily planning is carried out by each classroom teacher, with support from a learning specialist: In-class instruction facilitates coordination of Chapter 1 and the regular program. All regular and special program staff work with the principal to place students initially and to change placements as appropriate.

The principal provides extensive inservice and works closely with parents. His knowledge of instructional techniques enables him to monitor and coordinate project activities effectively. The school learning specialist conducts weekly meetings with the Chapter 1 instructional aides, monitors student progress, and visits classrooms to observe and make suggestions about materials and methods.

Contact: Donna Boose
Downey Unified School District
11627 Brookshire Avenue
Downey, CA 90241
(213) 923-6711, ext. 636

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☑ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☑ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ☑ Urban

PER PUPIL COST

- ☑ Up to $499
- ☐ $500 to $999
- ☐ $1000 or more

LONG BEACH UNIFIED SCHOOL DISTRICT
LONG BEACH, CALIFORNIA

Lessons before and after school increase learning time at Edison School

Maximum academic learning time
Parent/community involvement
Coordination with other programs

Chapter 1 students at Thomas A. Edison Elementary School attend classes in groups of ten before or after school in grades 1 and 2 and through a pull-out program in grades 3-5. All participants also receive support from college aides in their regular classes. Reading, language arts, and mathematics instruction and support are provided, as is an after-school homework room supervised by an instructional assistant.

Master scheduling and team teaching reduce interruptions of the regular classroom program and promote maximum use of instructional time. Established routines for program activities and transitions conserve time: students take daily self-correcting review quizzes, materials are ready for student use, and parent volunteers monitor computer use. The instructional sessions before and after school increase learning time and protect instructional time during the regular school day.

Parents receive monthly newsletters, serve as volunteers, and take part in monthly parent education meetings. These meetings are designed to address their concerns about parenting and about supporting their children's instruction at home. A bilingual school-community worker visits and supports parents as needed. Parents are also asked to observe instruction, and their reactions are included in the ongoing evaluation. Librarians, retired people, and ARCO employees serve as volunteers.

Students' needs are identified, and long-range plans are developed and used by regular and Chapter 1 teachers to coordinate instruction. Student progress is recorded on a profile. At the end of each segment of instruction, classroom teachers receive detailed written reports from the Chapter 1 teacher and return their responses in writing. These communications are accompanied by ongoing informal communication.

Contact: Dorothy T. Harper
Long Beach Unified School District
701 Locust Avenue
Long Beach, CA 90813
(213) 436-9931, ext. 1322

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☒ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☒ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

NEWPORT-MESA UNIFIED SCHOOL DISTRICT NEWPORT BEACH, CALIFORNIA

Teachers select materials from stand-alone kits to build students' skills

Appropriate materials, methods, approaches
Clear goals and objectives
Coordination with other programs

Project Catch-Up at Sonora Elementary School provides reading and mathematics instruction to students in grades K-6 in the school's Chapter 1 laboratory. Daily half-hour sessions, with one teacher for every four or five students, help insure that youngsters acquire skills not previously mastered.

Student progress is measured by continuous diagnostic testing allowing teachers to select approaches and materials that work best for each child. These include many "stand alone" programs whose instructional kits are broken down into segments to meet diagnosed needs.

The project is designed to achieve 1.5 months of academic growth for every month of instruction through the means described above and through the creation of a positive learning environment where students experience success.

Chapter 1 instructional goals complement those of the regular program, and project teachers track student mastery of district criterion-referenced tests on a chart that focuses on skills covered at each grade level. Placements are made by a team of representatives from regular and special programs. Both staffs communicate informally each day and through written notes concerning skills taught and progress made each week. Growth profiles are maintained for each student.

Contact: Rosemarie Bodrogi
Newport-Mesa Unified School District
P.O. Box 1368
Newport Beach, CA 92663-0368
(714) 760-3300

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☑ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☑ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

AURORA PUBLIC SCHOOLS
AURORA, COLORADO

Strong inservice program and in-depth evaluation keep MATH project successful

Professional development/training
Evaluation used to improve project
Clear goals and objectives

The Chapter 1 MATH (Math Achievement That Happens) project serves children in grades 2-5 in their regular classrooms. Teachers work with between two and eight students for 20-30 minutes three to five days per week.

Staff development for project teachers is based on their expressed needs. In 1985-86, five day-long sessions were provided, each consisting of: (1) a presentation by a guest speaker, (2) a preview of computer software, and (3) a group sharing session. Two multi-session workshops, one on the Systematic Training for Effective Teaching (STET) program and another on teaching higher-level thinking skills, were provided. Teachers also attended a district-sponsored math lecture series and the Colorado Council of Teachers of Mathematics fall meeting.

The project is evaluated through standardized testing; surveys of teachers, aides, and parents; and interviews with building principals. The 1985-86 project evaluation reviewed project effectiveness against 13 attributes of effective schooling. Based on this review, project staff initiated an effort to improve project coordination, parent involvement, student progress monitoring, and recognition and rewards for excellence.

The project seeks to strengthen math skills, build positive attitudes and self-concepts, maintain coordination with the regular program, and improve diagnosis and teaching processes. Goals themselves are reviewed as part of the annual program evaluation.

Contact: Joan B. Ripple
Aurora Public Schools
1085 Peoria Street
Aurora, CO 80011
(303) 344-8060, ext. 367

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

DENVER PUBLIC SCHOOLS
DENVER, COLORADO

Able leadership helps insure the success of an 18-site early childhood project

Parent/community involvement
Strong leadership
Positive climate

Four-year-olds with low scores on the Cooperative Preschool Inventory are eligible to attend the district's Early Childhood Education Project. Project classes are held for two and one-half hours per day, five days a week at 18 sites.

Parents and other community members serve on each school's accountability committee. Parents also serve on the project's steering committee, providing ideas for project planning and implementation. They volunteer in the classroom, make or donate materials, and assist on field trips. Parents attend monthly parenting meetings and learn how to support their children's schooling. They also participate in individual conferences, both at school and at home, help evaluate the project, and provide ideas for improving it.

A project manager oversees activities in the 18 project sites and is responsible for: (1) monthly classroom observations, (2) coordination with school principals, (3) instructional leadership, (4) parent meetings, (5) new teacher training and inservice coordination, (6) record keeping, (7) financial management, (8) relevant research, and (9) proposal development. The project manager meets with each principal at least five times a year to review the project and serves on the early childhood education advisory committees at both the University of Denver and the Colorado State Department of Education.

Project classrooms are nurturing, warm, and inviting. They are decorated with children's work and other stimulating visuals. Learning centers feature hands-on materials and equipment. Activities are geared to building school-readiness skills, including self-direction and self-discipline.

Contact: Judith Long Crider
Denver Public Schools
150 South Pearl Street
Denver, CO 80209
(303) 837-1000, ext. 2710

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☒ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☒ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☒ $1000 or more

* School Readiness

DENVER PUBLIC SCHOOLS
DENVER, COLORADO

Research-based teaching approach, expert inservice, and increased student initiation improve sustained effects

Professional development/training
Appropriate materials, methods, approaches
Evaluation used to improve project

Supplemental instruction in oral and written language, reading comprehension, and problem solving is provided to students in grades K-6 in the Instructional Assistance Project (IAP).

A new theoretical orientation to reading/writing instruction based on socio-psycholinguistic research is promoted through half-day monthly inservice sessions presented by a university consultant or an expert teacher-facilitator. Teachers choose one staff development model to pursue each school year, e.g., Reading/Writing Network, Investigations and Reflections on Teaching and Learning, Whole Language Facilitators, or Literature Studies. Teachers revise their view of effective reading/writing instruction through observation by and conferencing with a coach and by visiting other classrooms.

Although all 117 teachers implement socio-psycholinguistic principles in unique ways, in each room students share responsibility for selecting appropriate reading material from children's literature, poetry, folk literature, and magazines; and they identify their own topics for writing projects.

Instruction, student assessment, and staff development are synergistic. Students' specific needs are identified through miscue analysis, writing samples, and reading/writing interviews. Progress is monitored through reading/writing folders and classroom teacher judgment of performance and attitude. Finally, effectiveness of instruction is reviewed through pre-post comparisons of standardized reading comprehension tests and of miscue analysis and writing samples.

Contact: Rosalie O'Donoghue
Denver Public Schools
150 South Pearl Street
Denver, CO 80209
(303) 837-1000, ext. 2116

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☒ Language arts
☒ Other *

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☒ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

* Problem-solving

BREVARD SCHOOL DISTRICT ROCKLEDGE, FLORIDA

Elementary project makes use of three service delivery models

Appropriate materials, methods, approaches
Closely monitored student progress
Strong leadership

INDICATORS OF SUCCESS

- ☑ Achievement
- ☐ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☑ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☐ 100-499
- ☑ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☑ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☐ $500 to $999
- ☑ $1000 or more

In the Brevard School District, three approaches are used to provide kindergarten through fifth grade students with supplementary reading and mathematics instruction from Chapter 1 teachers and paraprofessional aides.

Kindergarten children are served through an in-class model in which aides work with groups of three children for 30 minutes each day. With primary students the limited pull-out model is used. These students receive reinforcement in reading and math skills in a Chapter 1 classroom 30 minutes a day. In grades three through five, students participate in an All-Day Basic Skills Instructional Program, which features low student-teacher ratios, small group and individualized instruction, and the application of basic skills to all areas of the curriculum.

Student progress is monitored through: (1) formal procedures (reading and mathematics placement tests, periodic tests, cumulative tests, district standardized tests, and state assessment tests); (2) computer printouts of periodic and cumulative test results (providing consistent management information, usable planning data for teachers, documentation of student mastery, and schoolwide and districtwide data); and (3) informal procedures (teacher-made tests and teachers' observations).

Both the project coordinator and building principals provide leadership by communicating project goals to the school staff and community, tracking expenditures, conducting reviews and making recommendations, and other means. Chapter 1 staff monitor each project school monthly. Building and project administrators communicate with parents and community members personally and through the local media.

Contact: Floyd W. Hessler
Brevard School District
1274 South Florida Avenue
Rockledge, FL 32955
(305) 631-1911, ext. 482

ESCAMBIA COUNTY SCHOOL DISTRICT PENSACOLA, FLORIDA

Widespread community support extends resources of early childhood project

Parent/community involvement
Strong leadership
Clear goals and objectives

A Chapter 1 teacher and a full-time aide staff each classroom in the Escambia County School District's PreKindergarten Project. Four-year olds attend classes for four hours five days a week. Maximum class size is 18.

Community support for the project is extensive. The local Head Start program and West Florida Child Care and Education Services, Inc., Title XX grantee, assist with identification and needs assessment. The County Health Unit Dental Clinic provides a dental hygienist/educator to screen children for dental disease, and the School District Transportation Department takes children to their dental appointments. Civic organizations, employee groups, and private citizens have provided financial support for field trips. Parents participate on advisory councils, attend workshops and conferences, and help evaluate the program.

Principals joined with Chapter 1 and district staff to plan, develop guidelines, and set project goals. These principals work closely with the project coordinator to provide instructional leadership and guidance to the staff. Chapter 1 staff and building principals visit classrooms frequently to monitor the project and provide assistance as needed. The work of the project coordinator has resulted in a high degree of community involvement and support.

Project goals were developed from a study of successful programs, national research findings, and input from local specialists. Goals pertain to accelerating children's social, emotional, and intellectual growth; developing their independence and self-images; imparting school readiness skills; developing language skills; providing an enriched learning environment; and developing positive attitudes toward learning.

Contact: Pat Desmond
Escambia County School District
301 West Garden Street
Pensacola, FL 32501
(904) 434-7244

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☒ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☒ $1000 or more

* School Readiness

PINELLAS COUNTY
SCHOOL DISTRICT
ST. PETERSBURG, FLORIDA

Inservice centers coordinate projectwide staff development

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☑ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

Coordination with other programs
Professional development/training
Evaluation used to improve project

First, second, and third graders who receive reading and mathematics instruction on a limited pull-out basis in this Chapter 1 project are served by a curriculum resource teacher and a staff of paraprofessionals, who operate the program at each site. These staff members—and others—are served in turn by an extensive inservice program.

The project provides separate staff development activities for administrative staff, curriculum resource teachers, paraprofessionals and clerks, and central activities for all Chapter 1 personnel. Two training centers staffed by inservice resource teachers and support staff develop and deliver projectwide training. Project staff also participate in schoolwide inservice activities at each site.

The Chapter 1 project itself involves a project communication form (used to keep track of skills assigned by the regular classroom teacher, skills reinforced in the project, and progress made by the student); monthly meetings of regular and Chapter 1 teachers (to discuss skills assigned, strategies and materials used, progress made, and problems encountered); monthly grade-level meetings and curriculum meetings (which provide additional opportunities to coordinate efforts); meetings of the principal, classroom teachers, and Chapter 1 personnel (for students experiencing special problems); and a Chapter 1 curriculum developed specifically to supplement the regular curricula.

Project evaluation involves administering standardized tests, collecting information via a project monitoring form, and conducting an annual needs assessment. Evaluation has resulted in the addition of a CAI program, a new math component for first graders, and materials and equipment to supplement new district mathematics and reading programs.

Contact: Judy Langford
Pinellas County School District
Chapter 1 Center
2499 25th Street South
St. Petersburg, FL 33712
(813) 327-4485

MUSCOGEE COUNTY SCHOOL DISTRICT COLUMBUS, GEORGIA

Developers keep math project activities closely aligned with regular curriculum

Appropriate materials, methods, approaches
Coordination with other programs
Closely monitored student progress

The district's Chapter 1 mathematics program provides supplementary instruction to students in grades 2-10. Depending on the school, either a limited pull-out or extended pull-out model is used.

Materials and activities used in the program are based on the state Supplemental Mathematics Curriculum Guide, which was developed by both state and Chapter 1 personnel. In the extended pull-out model, teachers use state curriculum and teachers' guides, together with supplementary materials. Diagnostic teaching is the focus of the limited pull-out model, with activities geared to pinpointing students' misconceptions and error patterns and providing corrective instruction. Students in this model receive instruction in groups of six to eight.

Chapter 1 teachers at each school coordinate instruction with regular classroom teachers through documented weekly meetings, sharing of lesson plans, and daily written or oral feedback. Wall charts, lesson plans listing weekly objectives, and frequent notes between regular and Chapter 1 teachers help maintain close communication and coordination. Chapter 1 and regular curriculum consultants work together to ensure alignment of the programs' curricula. Joint inservice activities further enhance coordination.

Maintaining small instructional groups helps teachers monitor student progress. Comprehensive skill cards listing objectives are maintained daily for each project student, whose progress is also monitored through teacher observations, records of assignments completed, communication with regular classroom teachers, and unit tests administered in the regular classroom.

Contact: Veola F. Hymes
Muscogee County School District
1830 Sheperd Drive
Columbus, GA 31906
(404) 322-2999

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☑ 7-9
☑ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☑ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☑ Other *

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☑ 7-9
☑ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

*Career awareness

PIEDMONT MIGRANT EDUCATION AGENCY GAINESVILLE, GEORGIA

Migrant teenagers learn about careers in two-week residential project

Clear goals and objectives
Appropriate materials, methods, approaches
Positive climate

CHAMPS is a special two-week residential project for migrant students at risk of dropping out of school. Operated by the Georgia Migrant Education Program and housed at North Georgia College, the project serves students from 14 to 16 years old in groups of 20. Career awareness activities are the program's major focus.

CHAMPS was developed from research and staff experience, which indicated that the high dropout rate among migrant students is largely due to lack of goals, inability to see the relevance of school to the future, and a sense of not belonging. The program aims to: (1) increase the number of migrant students who graduate from high school, (2) help students establish and plan how to attain career objectives, (3) increase self-awareness, and (4) foster positive self-concepts.

Students spend their two weeks studying careers, developing study skills, operating computers, experiencing self-awareness and self-improvement, attending cultural sessions, participating in swimming and other physical activities, and visiting local historical sites. One particularly successful activity is "shadowing," in which students spend several hours with local business people, observing their work and working conditions.

The project climate is structured, yet relaxed and flexible. Staff members treat students with trust, acceptance, openness, and honesty, recognizing that this approach is necessary if students are to benefit from the program. At the end of the two-week period, staff provide awards to students who have exhibited positive changes in behavior or attitude.

Contact: Jackie K. Martin
Piedmont Migrant Education Agency
1600 Lyman Street
Gainesville, GA 30501
(404) 536-5717

RICHMOND COUNTY SCHOOL DISTRICT AUGUSTA, GEORGIA

REACH program uses research-based methods to increase reading skills

Parent/community involvement
Professional development/training
Maximum academic learning time

Improvements in the reading skills of first through fifth graders are brought about in the REACH program, which makes use of teaching strategies identified in the effective schooling research. These include: (1) daily review, (2) clear presentation of new material, (3) guided practice, (4) immediate feedback and correction, (5) independent practice, and (6) weekly and monthly reviews. REACH stands for Reaching, Excelling, and Achieving with Chapter 1 Help.

Project operations are guided by a strong Parent Involvement Council, which also hosts presentations on such topics as newspapers in education, helping your child succeed in school, and CRT/CAT testing. Parents volunteer in classrooms, receive instruction in the use of summer learning packets, and participate in make-and-take workshops. A local sorority has "adopted" the project and provides time and resources for its activities.

During 1985-86, 100 percent of the project's teachers and paraprofessionals, 75 percent of administrators, and 40 percent of parents participated in professional development activities. These included sessions on Chapter 1 procedures, the Harcourt Brace Jovanovitch reading series, and the teaching of vocabulary and comprehension, as well as a literature conference.

Project teachers have also received training (e.g., Effective Teaching for Higher Achievement), that helps them maximize learning time. Careful allotment of professional and paraprofessional time and services also helps, as does the care taken to coordinate regular and Chapter 1 instruction. Learning time extends into the home, as parents work with their children on vocabulary development and other reading skills.

Contact: Geneva Stallings
Richmond County School District
3146 Lake Forest Drive
Augusta, GA 30909
(404) 737-7132

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☑ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

ROCKDALE COUNTY SCHOOLS
CONYERS, GEORGIA

Second through seventh graders build math and reading skills in small classes

Strong leadership
Closely monitored student progress
High expectations for learning/behavior

In this project, a limited pull-out model is used to provide remedial reading and mathematics instruction in the four elementary schools, while an add-on model is used for the middle school. Students in grades 2-7 are served in groups averaging from five to eight, with elementary classes meeting for 30-40 minutes each day and middle school classes for 45 minutes.

In addition to the school-level leadership provided by building principals, the Chapter 1 coordinator provides leadership through an array of activities, including: (1) regular meetings with project staff, (2) appropriate inservice activities, (3) bimonthly visits to all Chapter 1 classrooms, and (4) systemwide evaluative testing.

The Stanford Diagnostic Test, daily and weekly mastery and unit tests, progress reports, midterm reports, recorded daily grades, and the annual California Achievement Test are the formal methods used to monitor students. Progress is also monitored informally through frequent spelling and reading bees, timed reading and mathematics tests, computer program evaluation data, teacher observations, reading and math inventories, and tapes of students' reading at the beginning and end of the quarter and the school year. Quarterly progress reports to parents keep them informed of their children's learning.

Chapter 1 students are encouraged to participate in extracurricular activities and many do so, thereby gaining a greater sense of belonging. The project's Assertive Discipline Program also communicates high expectations to students. Project objectives include communicating to students that they and their academic improvement are very important.

Contact: Ellis Dunbar
Rockdale County Schools
954 North Main Street
Conyers, GA 30207
(404) 483-4713

INDICATORS OF SUCCESS

- ☒ Achievement
- ☐ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☒ Reading
- ☒ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☒ K-3
- ☒ 4-6
- ☒ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☒ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☒ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☒ $500 to $999
- ☐ $1000 or more

SAVANNAH-CHATHAM COUNTY PUBLIC SCHOOLS SAVANNAH, GEORGIA

Project staff use well-established procedures to set and communicate goals

Clear goals and objectives
Professional development/training
Coordination with other programs

This large district contains 42 Chapter 1 schools, some of which use a limited pull-out model, some a team approach, some an extended pull-out structure, and some an add-on model. Overall, students in grades 2-8 receive supplemental mathematics instruction in groups of 6 to 12 for 30 to 120 minutes a day.

Exact program goals are determined by standardized tests and an annual survey of parents, teachers, and administrators. Objectives include at least 60 percent mastery of the system's Curriculum Alignment Program objectives and an expected NCE gain of two to four points in mathematics. Goals are communicated through a series of district-level meetings, Board of Education meetings, Chapter 1 meetings, parent visitations, a project fact sheet, letters to parents, regular Chapter 1 teacher workshops, and other methods. Various meetings, reviews of records, and testing procedures are used to ensure goal attainment.

Professional development activities are determined by the teachers' own perceptions of needs, as well as by observed deficiencies and system or program requirements. Selected staff also attend state and national conferences. Local staff development activities in 1985-86 included five workshops on "people skills," as well as activities aimed at helping teachers improve methodology, utilize instructional materials effectively, give students positive reinforcement, and strengthen classroom discipline.

Coordination with the regular program is achieved as Chapter 1 and regular teachers work together to determine placements and plan instruction. Written records, such as checklists and group/individual profile sheets, and frequent oral communication also help.

Contact: Eddie Bonaparte-Morris
Savannah-Chatham County Public Schools
208 Bull Street
Savannah, GA 31401
(912) 651-7033

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☑ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☑ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☒ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☒ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☒ Up to $499
☐ $500 to $999
☐ $1000 or more

* E.S.L.

SOUTHERN PINE MIGRANT EDUCATION AGENCY NASHVILLE, GEORGIA

Six-week summer program builds migrant children's language proficiency and basic skills

Coordination with other programs
Parent/community involvement
Positive climate

Nearly all participants in the Decatur County Summer Migrant Education Program are hispanic children who need English language instruction as well as remedial work in reading and mathematics. The six-week program serves children from age three to grade six, with preschool instruction focused on oral language and school readiness.

Teacher contact forms are used to coordinate program and regular school-year activities, and data on each student are entered into the computerized Migrant Student Record Transfer System. The fact that summer program staff teach regular school classes and community agencies cooperate to deliver program support services helps assure coordination and contribute to program success.

Parents become aware of program goals, services, and operations during initial eligibility/permission visits which are supplemented by English/Spanish handbooks that explain program purposes and activities. Parent advisory councils established during the school year continue to operate during the summer, and parents receive instruction, materials, and encouragement for helping their children learn at home. Staff members also make frequent home visits and work with parents to make decisions about their children's education.

During the summer program, classroom organization, approach to instruction, and method of presentation are less formal than during the regular school year. The program is also characterized by more flexible scheduling and a higher teacher-student ratio. Individualized and small group instruction contribute to a positive learning climate.

Contact: Larry C. Manning
Southern Pine Migrant Education Agency
P.O. Box 745
Nashville, GA 31639
(912) 686-2053

ARBOR PARK SCHOOL
DISTRICT #145
OAK FOREST, ILLINOIS

Reading program accentuates the positive in academic and social activities

Appropriate materials, methods, approaches
Regular feedback/reinforcement
Positive climate

Improvements in children's reading skills and self-esteem are the goals of the Arbor Park Reading Program, which provides children in grades 1-4 with 30 minutes of instruction each day in the Chapter 1 classroom. In this program, scheduling is arranged so that a child does not miss the same subject every day and so that children are never pulled from reading or mathematics.

Lessons are designed in accordance with the Madeline Hunter Science of Teaching philosophy. Reading games, manipulatives, audiotapes, computers, and other materials are used, with activities designed to engage all learning modalities. Depending on the activity, children may work individually with the teacher or aide, in pairs, or in small groups. All children are instructed in the use of reference materials, while older students receive a series of taped lessons dealing with study skills.

Students receive feedback on their progress through quarterly reports and classroom wall charts, but most feedback and reinforcement occur during daily classroom interactions. Student work is checked immediately, and correct, rather than incorrect, responses are recorded. Awards, treats, privileges, and praise are provided to acknowledge student success and enhance motivation.

The classroom is orderly, cheerful, and relaxed with achievements—not mistakes—receiving attention. Because work is not graded, stress on students is reduced. A unique feature of the program is that each participant is allowed to bring a friend to the Chapter 1 class at some time during the year. During these special visits, both participant and visitor feel privileged.

Contact: Donna J. Scanlin
Scarlet Oak School
15731 Albert Drive
Oak Forest, IL 60452
(312) 687-5822

INDICATORS OF SUCCESS

- ● Achievement
- ● Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ● Reading
- ☐ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ● K-3
- ● 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ● Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ● Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☐ $500 to $999
- ● $1000 or more

COMMUNITY HIGH SCHOOL DISTRICT #218 OAK LAWN, ILLINOIS

Special summer program eases students' transition to high school

Parent/community involvement
Appropriate materials, methods, approaches
Clear goals and objectives

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☒ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☒ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☒ Up to $499
☐ $500 to $999
☐ $1000 or more

* Support services

The Summer Basic Skills Program and Outreach Initiative for Incoming Freshmen are designed to support disadvantaged learners during their transition to high school. The summer program meets for six weeks and includes classes in mathematics, reading, writing, science, exploring computers, arts and crafts, and recreation. Through the Outreach Initiative, Chapter 1 staff visit the homes of incoming freshmen and seek to establish positive, open communications. In addition, a home/school service worker provides group and individual counseling to program students.

Parents participate in annual needs assessment and evaluation activities. They also visit classes and indicate the kinds of support services their children might require as they begin high school. Parent Advisory Council (PAC) members make recommendations and seek to engage the involvement of all parents. An average of 12 businesses provide recognition and awards for student accomplishments each summer.

Major program features include: (1) the six-week instructional program; (2) emphasis on attendance, achievement, and deportment; (3) computer assisted instruction; (4) individualized and group instruction; (5) service worker visits; (6) awards for attendance and achievement; (7) use of program data for evaluation and study; (8) use of program data to ensure appropriate placements; and (9) a focus on providing constructive, positive feedback to students about their work.

Program goals pertain to increasing mathematics achievement, enabling students to transfer skills to other content areas, providing for a smooth transition to high school, engaging home-school cooperation, and coordinating the programs and services of the Chapter 1 and regular school programs.

Contact: Beverly Guzy
Community High School District #218
10701 South Kilpatrick Avenue
Oak Lawn, IL 60453
(312) 424-2000

DEKALB SCHOOL DISTRICT #428
SPRINGFIELD, ILLINOIS

Migrant students learn about career options in residential summer program

Coordination with other programs
Parent/community involvement
Positive climate

High school juniors and seniors from migrant families in Texas participate in the Illinois Migrant Career Development Program, a five-day summer residency program at Northern Illinois University that provides: (1) occupational and educational information, (2) a transition from high school to post-secondary educational programs or work, and (3) increased motivation and skills for personal and social development.

The program complements the regular school program by offering educational experiences migrant students often miss in their home schools. Each student in the program receives an Individualized Career Plan (ICP) which calls for involvement from his or her parents and home school. Role models and resource people also help students develop plans that are realistic for their academic and personal contexts.

One way in which parents express their involvement and commitment is by accepting the loss of income that results from their children's absence from home and work. In addition, each family discusses their child's program experiences and future plans. At the university site, community members support the program by giving presentations, holding seminars, arranging tours, and conducting other activities to acquaint students with career possibilities.

The fact that students participate in the program by choice helps to create a positive climate, while living arrangements, recreational periods, tours, and seminars are designed to enhance students' self-images. Care is also taken to ensure that program staff and resource people relate well to these young migrants.

Contact: John Cassani
DeKalb School District #428
100 North First
Springfield, IL 62777
(815) 758-8597

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☑ Other *

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☑ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

* Career awareness

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

EAST MAINE SCHOOL DISTRICT #63
DES PLAINES, ILLINOIS

Project teachers spend a day each week on noninstructional activities

Appropriate materials, methods, approaches
High expectations for learning/behavior
Positive climate

Operation Read-On provides reading instruction to students in grades 2-6 via a pull-out model. Students attend four 30-minute sessions each week in groups of two to eight.

The program focuses on the development of comprehension skills. Teachers present skills, explain them, provide guided practice, and monitor independent practice. Teachers also help students develop strategies for improving comprehension—strategies such as predicting, previewing, and forming questions about a reading selection. Through free reading and homework, students practice and reinforce skills learned in class. Fridays are reserved for diagnostic testing, Chapter 1 staff meetings and inservices, parent and teacher meetings, recordkeeping, and class preparation.

Expectations, activities, and classroom rules are carefully explained to students at the beginning of their involvement in the program. As the year progresses, teachers consistently use specific positive feedback in response to student achievement and behavior—a practice that improves behavior and fosters positive self-concepts. Teachers also make sure that all students are given equal opportunities to respond and participate. They encourage students to take part in extracurricular activities and acknowledge their involvement in school assemblies.

Some of the factors that contribute to the project's positive climate are: (1) clear expectations; (2) specific, consistent feedback; (3) consistently enforced classroom rules; (4) varied, motivational, and appropriate instructional activities; (5) clear instructions regarding how and why to perform tasks; (6) direct teaching of good study habits and skills, and (7) colorful, orderly classrooms.

Contact: Donald C. Stetina
East Maine School District #63
10150 Dee Road
Des Plaines, IL 60016
(312) 299-1900

MONMOUTH COMMUNITY UNIT SCHOOLS MONMOUTH, ILLINOIS

Home reading component motivates students and involves parents

Parent/community involvement
Excellence recognized/rewarded
Clear goals and objectives

Groups of one to four children receive 30 minutes of instruction daily in the Reading Remediation program, a pullout program serving grades 1-6.

Parents complete the annual needs assessment and program evaluation surveys, visit classes, and participate in Parent Advisory Council (PAC) activities. They and their children also attend an annual dinner prepared by Chapter 1 staff. At this event, staff provide information about the program, make-and-take workshops, films on parenting issues, and instruction in how parents can help their children. At home, children read to their parents, and parents sign forms confirming the reading sessions. As rewards for books read at home, Chapter 1 staff members provide "ergs"—fake money—with which students may buy treasures.

Students are also rewarded daily with "good work" stamps, with stars displayed beside their names on the reading room bulletin board, and with awards for the student who read the most books each month.

Program goals are clear and measurable. They pertain to increasing students' interest and participation in recreational reading, increasing reading skills, improving students' self-images, including parents in the children's reading program, and increasing community awareness of and support for the program. Program staff and parents develop project goals which are reviewed and adjusted in response to measures of students' achievement, behavior, attitudes, and study skills.

Contact: Donald R. Jenkins
Monmouth Community Unit Schools
325 South 11th Street
Monmouth, IL 61462
(309) 734-4712

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☑ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

PRINCEVILLE COMMUNITY UNIT SCHOOL DISTRICT #326 PRINCEVILLE, ILLINOIS

Migrant program staff travel with migrant families from Texas to Illinois for summer program

Appropriate materials, methods, approaches
Strong leadership
Excellence recognized/rewarded

Prekindergarten children through eleventh graders are served in the Chapter 1-Migrant Summer Program. Four and five year olds attend a morning program. Those in kindergarten through grade 7 attend daily classes from 8:30 a.m. to 3:00 p.m. Older students, who work with their parents in the fields during the day, attend classes from 4:30 to 8:30 p.m.

When the migrant families travel from Texas to work in the Princeville area for the summer, nine of the fifteen Chapter 1 staff migrate with them. This arrangement creates a strong bond among students, parents, and staff members. All interested migrant students—not just those needing remedial assistance—are served. Instruction in all the regular curricular areas is provided, as is instruction in English as a Second Language, cultural development, drivers' education, and G.E.D. preparation. One certified teacher staffs each of the project's nine classrooms, with assistance provided by aides and volunteers in the elementary grades.

Building principals, the district superintendent, and the project director work together on program planning, implementation, and follow-ups. The program director (a former migrant) coordinates the project, managing its operations, overseeing training, engaging in frequent communication with staff in Texas and Illinois, adding stimulating language experience activities to the curriculum, and facilitating the acceptance of the summer visitors in the local community.

The annual Awards Day celebration honors students for perfect attendance, individual scholastic achievements, and progress in athletic activities. Three summer program participants have received State of Texas recognition as exemplary migrant students.

Contact: William G. Banks
Princeville Community Unit School District #326
302 Cordis Avenue
Princeville, IL 61559
(309) 385-2213

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☑ Language arts
☑ Other *

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☑ 7-9
☑ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☑ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

* E.S.L., driver ed., G.E.D. preparation

SOUTH METROPOLITAN ASSOCIATION FLOSSMOOR, ILLINOIS

Disabled preschoolers and their families receive services in Early Childhood Program

Parent/community involvement
Coordination with other programs
High expectations

The Early Childhood Program serves children from three to six years of age who exhibit delays or deficiencies in vision, hearing, communication, social/emotional development, or motor development. All services are provided within the classroom.

Parent involvement has two main phases: (1) to develop awareness of their children's strengths and needs, and (2) to learn advocacy skills needed to maximize their children's progress and position within the community. Early childhood staff assist parents to obtain the services of other agencies as needed. Parents help to determine, develop, and evaluate their children's individual education plans. A parent-to-parent program offers opportunities for parents to support, inform, and advocate for one another.

The Chapter 1 project is an integral part of the overall Early Childhood program for disabled preschoolers. It also operates in close coordination with regular district programs, special programs, and an array of recreational and other community programs. Trans-disciplinary teams work to provide an integrated program for each child.

The program helps parents communicate high expectations to their children through a variety of activities with normally developing children. Teachers help students develop positive attitudes and understand and capitalize on their strengths. Parents are continually supported in their attempts to advocate their children's rightful place in society.

Contact: Betsy Voss-Lease, Dennice Ward, or Judy Hundley
South Metropolitan Association
800 Governor's Highway, Box 460
Flossmoor, IL 60422
(312) 957-7100

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☒ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☒ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

* School readiness for handicapped

WAUKEGAN COMMUNITY UNIT SCHOOL DISTRICT #60 WAUKEGAN, ILLINOIS

Parents hear "before" and "after" recordings of their children reading

Appropriate materials, methods, approaches
Closely monitored student progress
Coordination with other programs

Participants in the Waukegan Reading Project receive 30 minutes of instruction each day in project reading rooms. Students in grades 2-8 are served in groups of two to six.

Diagnostic tests are administered to determine students' strengths and weaknesses, and skills presented by the classroom teacher are reinforced using materials that complement the district basal reading series. These include high interest/ low vocabulary materials, a variety of textbooks and text extenders, lists, phonic workbooks, specific skill builders, and teacher-made materials. High-level thinking skills are incorporated into instructional activities.

Students' progress is monitored by means of pre/post tests, placement in the basal program, end-of-unit mastery tests, and daily evaluation and communication between Chapter 1 and regular teachers. Children's oral reading is taped at the beginning of the school year and again in January. These tapes are played during parent conferences to communicate the progress their children have made.

Coordination between the Chapter 1 and regular programs is enhanced by a resource manual that includes: (1) the philosophy and terminology of the regular basal program; (2) basal program skills and vocabulary; (3) supplementary materials listed by reading level, interest level, and skills; and (4) successful teaching practices identified in the latest research. Chapter 1 teachers, classroom teachers, and principals meet at two-month intervals to discuss student progress, placement, and behavior.

Contact: Lawrence C. Pekoe
Waukegan Community Unit School District #60
1201 North Sheridan Road
Waukegan, IL 60085
(312) 336-3100

INDICATORS OF SUCCESS

- ☒ Achievement
- ☒ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☒ Reading
- ☐ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☒ K-3
- ☒ 4-6
- ☒ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☒ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ☒ Urban

PER PUPIL COST

- ☐ Up to $499
- ☐ $500 to $999
- ☒ $1000 or more

GARY COMMUNITY SCHOOL CORPORATION
GARY, INDIANA

Preschoolers get ready for kindergarten in four-week summer program

Parent/community involvement
Coordination with other programs
Appropriate materials, methods, approaches

"A Teddy Bear Summer" was the theme of the Prekindergarten Readiness Program conducted in the summer of 1985-86. The four-week program served five year-olds identified as developmentally delayed in gross or fine motor skills, social/emotional skills, or language skills.

A full-time administrator supervises Chapter 1 parent involvement activities in the district. For the prekindergarten program, this staff member worked to help parents recognize that appropriate school and home activities for preschoolers can lead to success in school. Parents attended orientations, participated on the project advisory council, served as classroom volunteers, and borrowed materials from the resource center. Paraprofessional aides visited project families, delivered individualized reinforcement packs, provided training, and demonstrated the materials that would be used with their children.

Goals and activities, which complemented those of the regular school program, concentrated on five areas in which kindergarten children have traditionally shown the least gain. Within this framework, classroom teachers, elementary department staff, Chapter 1 personnel, other school staff, and parents worked together to determine program objectives.

Children attended the summer program in classes of 15-18. A structured, cognitively oriented approach that focused on instructional language, listening comprehension, oral context, categorizing, and sequencing was used. The program also included activities in the area of survival skills (such as giving name and address), self-concept/body image, fine and gross motor skills, and library activities.

Contact: Jean Preston
Tolleston School/Development Program
2700 West 19th Avenue
Gary, IN 46404
(219) 977-2152

INDICATORS OF SUCCESS

☒ Achievement
☐ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☒ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☒ Up to $499
☐ $500 to $999
☐ $1000 or more

* School Readiness

RICHMOND COMMUNITY SCHOOLS RICHMOND, INDIANA

Home-School Counselors help meet students' social and emotional needs

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☒ Up to $499
☐ $500 to $999
☐ $1000 or more

* Counseling

Parent/community involvement
Coordination with other programs
High expectations for learning/behavior

The Home-School Counseling Project identifies and helps to resolve the social and emotional difficulties that interfere with the school attendance, adjustment, and achievement of Chapter 1 students in grades K-5. The project operates in addition to regular school programs, and its services are available only after all other services offered by other school personnel and community agencies have been utilized.

Project staff work closely with parents to help them understand their children's needs and to be aware of the community programs and services that can address those needs. Counselors make home visits to inform parents of their children's progress, explain school policies and practices, and encourage parents to participate in their children's learning. Parents develop and use monthly activity calendars to schedule their home instructional activities, participate in make-and-take workshops, visit classrooms, and confer with teachers. Counselors work with an array of community service providers to support Chapter 1 families.

The project complements the goals of the regular and Chapter 1 instructional programs and the elementary counseling program in each school. Counselors work with identified Chapter 1 students individually and in small groups for two years or more. They have frequent formal and informal communication with teachers and with other counselors who work with project students.

Project counselors communicate high expectations by using attendance incentives, acting as a child advocate in community agency referrals, and coordinating reward systems between tutorial and regular program teachers. When needed, behavioral contracts help facilitate behavior changes.

Contact: Vicki DeMao
Richmond Community Schools
300 Whitewater Boulevard
Richmond, IN 47374
(317) 966-1521

ANKENY COMMUNITY SCHOOL DISTRICT ANKENY, IOWA

Elementary project includes home reading component featuring Garfield the Cat

Clear goals and objectives
Appropriate materials, methods, approaches
Parent/community involvement

Twenty to thirty minutes of daily small group and individual reading instruction is provided to children in grades 1-5 on a pull-out basis. Certified teachers serve as aides under the direction of the Chapter 1 reading teacher.

Project goals pertain to: (1) developing a responsive, caring, demanding, and professional program, enabling students to function more effectively in their regular classrooms; (2) supporting the basal reading program; (3) promoting positive attitudes toward reading; (4) encouraging appreciation of extracurricular reading; (5) improving students' self-concepts; (6) improving transfer of reading skills to all content areas; (7) developing functional, literate readers; and, (8) raising the reading level of 75 percent of the students by at least five NCEs during the year. Goals are monitored locally and by the state Chapter 1 office.

The project features strong coordination with the basal program and regular contact with classroom teachers. Chapter 1 teachers impart specific skills, and these are reinforced by teacher aides. Students also engage in computer assisted instruction using a great variety of software. All students from a given grade level attend the Chapter 1 class on a rotating schedule; thus, students do not consistently miss the same academic area in the regular classroom.

Using the Garfield Home Reading Program, parents read with their children at home, keep track of books read and time spent reading, and return these data to the school. The home program uses Garfield the Cat as its unifying theme. Students receive monthly rewards, as well as recognition at an annual ceremony. Parent conferences and advisory council participation are additional forms of parent involvement.

Contact: Lloyd A. Nelson
Ankeny Community School District
420 S.W. School Street
Ankeny, IA 50021
(515) 964-0307

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☒ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

BURLINGTON COMMUNITY SCHOOLS
BURLINGTON, IOWA

Diagnostic-prescriptive teaching fosters mastery of math skills

Appropriate materials, methods, approaches
High expectations for learning/behavior
Positive climate

Individualized and small group mathematics instruction is provided to children in grades 2-5 in the Chapter 1 classroom. A diagnostic-prescriptive approach is used to enable students to concentrate on individual skill deficiencies and work toward mastery. Individualized Educational Plans (IEPs) are developed for project students.

Instructional materials are selected for motivation, high interest level, consistency of success with use, manipulative attributes, and instant feedback. Management strategies which have proved effective include grouping students according to individual differences, emphasizing good allocated time use and time on task, and using a reward system. Each student keeps track of his/her own progress on project charts and graphs, a practice which teaches remembering, organizing, and synthesizing information.

Project and other school staff share specific expectations that students can and will learn, that they will demonstrate mastery of instructional objectives, and that they will demonstrate higher than average achievement gains. High expectations for student social behavior are communicated through an assertive discipline program.

A positive learning climate is achieved through routines that are child centered, relaxed and pleasant surroundings, supportive and caring teachers, development of self-concept and motivational skills, realistic and attainable goals, development of responsibility, and support and encouragement by administrators.

Contact: Larry D. Meyers
Burlington Community Schools
1429 West Avenue
Burlington, IA 52601
(319) 753-6792

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

DES MOINES INDEPENDENT COMMUNITY SCHOOLS
DES MOINES, IOWA

Management system helps ensure coordination between Chapter 1 and regular program

Coordination with other programs
Parent/community involvement
Evaluation used to improve project

Project teachers provide 25-45 minutes of reading instruction each day to children in grades 1-5. Some project teachers work with students in their regular classrooms, while others provide instruction in a Chapter 1 room. Students are instructed in groups of one to six.

Regular classroom teachers make use of the Systematic Approach to Reading Instruction (SARI) management system to ensure that uniform basic reading skills are taught. Chapter 1 staff have developed a management system that complements the SARI system by identifying skill deficiencies. Chapter 1 teachers provide additional direct instruction to develop and reinforce the skills taught in the regular classroom. A schedule of weekly planning sessions involving regular and Chapter 1 teachers is developed, used, and submitted to the project coordinator.

Attendance/Parent Contact Report forms are used to record personal contacts with parents. Parents visit and assist in children's classrooms, meet with Chapter 1 staff in their homes, engage in parent-teacher conferences, participate in advisory council activities, and contribute to project planning. Three handbooks concerning parent involvement are used by project teachers; these involve turning household activities into teaching opportunities, supporting children's reading skills at home, and communicating effectively with parents.

The annual evaluation involves development of process and performance objectives. The report includes recommendations based on evaluation outcomes. Revision of student performance criterion levels is an example of the use of evaluation outcomes to make changes in the project.

Contact: Judy G. Monke
Wilson Education Center
2430 East University Avenue
Des Moines, IA 50317
(515) 265-4554

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☒ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☒ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☒ 500-2500
☐ More than 2500

SETTING

☐ Rural
☒ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

GEARY COUNTY UNIFIED SCHOOLS JUNCTION CITY, KANSAS

Parent involvement takes many forms in K-4 readiness and language arts program

Parent/community involvement
Professional development/training
Maximum academic learning time

The Extended Kindergarten and Tutorial Language Arts Program serves children in kindergarten through fourth grade. Kindergarten students receive an hour of basic skills instruction per day beyond the regular kindergarten day. First through fourth graders participate in 20-40 minutes of language arts instruction each day in groups of one to five.

The program's home-school coordinator helps each Chapter 1 school to seek and gain parent involvement and serves as a resource to parents regarding ways to support their children's learning at home. Parents participate in the instructional program through: (1) frequent home-school communication, (2) visits to the program and participation in lessons, (3) materials for use with their children at home, and (4) instruction in how to assist with their children's learning. A local Ladies Reading Club and the Pizza Hut "Book It" program provide encouragement, recognition, and rewards for students' reading accomplishments.

Chapter 1 staff participate in districtwide staff development activities, and new teachers are required to take 20 hours of clinical teacher training. Staff development activities specific to Chapter 1 staff are also provided; topics from the 1985-86 school year included Card Sorting and Program Assessment and Total Language Communication. Staff also attend regional and national conferences.

Learning time is maximized by monitoring students' travel time and rewarding promptness, maintaining well-organized classrooms, providing students specific instruction in time management, and studying videotaped lessons to find ways to increase time-on-task, homework, and home lessons.

Contact: Hazel Swarts or Elizabeth C. Kline
Geary County Unfied Schools
P.O. Box 370
Junction City, KS 66441
(913) 762-2441

HUTCHINSON PUBLIC SCHOOLS
HUTCHINSON, KANSAS

Teachers, aides, manipulatives, and computers help build language and math skills

Coordination with other programs
Appropriate materials, methods, approaches
Professional development/training

Predominantly a pull-out program, the Chapter 1 Developmental Learning Program in Language Arts and Math also provides some instruction in the regular classroom. Children in kindergarten through grade 6 participate, receiving 30 minutes of small-group instruction per day. The project also includes a six-week summer school.

Personalized Educational Plans (PEPs) are developed for students based on the results of diagnostic testing. Regular classroom teachers and Chapter 1 staff share teaching strategies and reinforcement activities for major skill objectives. Close communication is assured through weekly staffings and daily updates. Chapter 1 teachers keep individual logs on participating students, and all written and verbal communication regarding students is recorded and kept on file.

Small instructional groups are determined on the basis of similar needs and skill levels. All groups are flexible and subject to change as students develop skills. Project teachers engage in active, direct instruction, while aides provide reinforcement activities, manipulatives help students grasp concepts, and computer activities emphasize reinforcement and practice in both language arts and mathematics. In the kindergarten program, readiness skills—particularly expressive and receptive language skills—are emphasized. Pre-reading and pre-math skills are also included.

Regular monthly staff meetings, additional training for new staff, eight annual university-sponsored inservice activities, and on-site training provided by the Chapter 1 office are major staff development functions. Staff also attend regional and state conferences.

Contact: Richard Fritschen
Hutchinson Public Schools
1600 North Cleveland
Hutchinson, KS 67501
(316) 663-3981

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☐ Reading
- ☑ Math
- ☑ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☑ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ☑ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

CASEY COUNTY BOARD OF EDUCATION
LIBERTY, KENTUCKY

Teachers make the most of instructional time in Migrant Tutorial Program

Evaluation used to improve project
Maximum academic learning time
Coordination with other programs

INDICATORS OF SUCCESS

- ☒ Achievement
- ☐ Sustained gains
- ☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☒ Reading
- ☒ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☒ K-3
- ☒ 4-6
- ☒ 7-9
- ☒ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☒ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☒ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☒ $500 to $999
- ☐ $1000 or more

Migrant Tutorial students in grades 1-12 receive supplemental reading and math instruction. Two to three hours of tutoring per week are provided to elementary students, and secondary students are tutored during study halls and practical arts periods. Certified teachers work with the students one-to-one or in small groups.

Data from formal and informal evaluation procedures are used to identify program needs and undertake improvements. These data have been used: (1) to prepare profiles of students indicating strengths and weaknesses, (2) by classroom and migrant program teachers to set up short-term objectives every six weeks, (3) to inform parents and create awareness of student needs, and (4) to make decisions about materials and methods needed to improve the program.

To maximize the usefulness of class time, teachers group students according to need, provide one-to-one instruction as needed, offer instruction at an appropriate level of difficulty, vary instructional activities, and use positive reinforcement to strengthen appropriate behavior. In addition, tutorial time is often used for homework assignments, students are encouraged to read with their parents and to do pleasure reading, teachers send notes to parents regarding assignments and expectations, and teachers inform parents about student work and needs.

Forms displaying skill needs are prepared by classroom teachers for use in the migrant program. Regular teachers also frequently send materials to the migrant program classroom for student use. Tutorial teachers and classroom teachers attend inservice sessions together and meet to coordinate content and skills instruction.

Contact: Kenneth W. Ison
Casey County Board of Education
Route 1, Box 21
Liberty, KY 42539
(502) 546-3301

WARREN COUNTY PUBLIC SCHOOLS
BOWLING GREEN, KENTUCKY

"Team Approach" helps ensure coordination of Chapter 1 and regular programs

Closely monitored student progress
Coordination with other programs
Strong leadership

Daily supplemental reading instruction is provided to students in grades 1-6. These are pull-out sessions lasting 30-45 minutes.

A computerized skill mastery management system is used to track student progress. Printouts of student performance on unit tests are included in the individual student profiles and used for lesson design. In addition, student progress is monitored through the California Achievement Test and the state competency test. Informal monitoring procedures include teacher observations, reviews of students' daily work, and reviews of students' scores on computer lessons.

Both regular and Chapter 1 teachers receive copies of unit test results and review these to make decisions about instructional approaches and materials. Conferences involving regular and Chapter 1 teachers take place two or three times weekly, and teachers communicate in writing weekly or bimonthly. A workshop called "Team Approach" covers methods for improving coordination between the regular and Chapter 1 programs. Chapter 1 instructional materials are identified and organized so as to complement the basal reading program.

The project coordinator provides leadership for planning, implementing, and evaluating the project; developing curriculum; coordinating inservice activities; disseminating information; monitoring application and budget preparation; assuring compliance with Chapter 1 guidelines; selecting materials; and assuring the coordination of the regular and Chapter 1 programs. Among other activities, principals select and supervise staff, assist with student selection, and communicate with parents.

Contact: Juliet Banks
Warren County Public Schools
806 Kenton Street
Bowling Green, KY 42101
(502) 781-5150

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☑ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

ST. MARTIN PARISH SCHOOL BOARD
BREAUX BRIDGE, LOUISIANA

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☑ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

Laboratory instruction and in-class "teacher helpers" assist students with reading skills

Appropriate materials, methods, approaches
Maximum academic learning time
Closely monitored student progress

Project children receive supplemental instruction in one of two ways: identified students in grades 2-6 receive daily instruction in a reading laboratory setting, second and third graders for 30 minutes, and fourth through sixth graders for 40 minutes. Other project children of primary age receive supplemental instruction from "teacher helpers," who work with the children individually or in small groups in their regular classrooms for 35 minutes each day.

The project features a diagnostic-prescriptive teaching approach. In the reading laboratory, students work in small groups according to skill needs identified by regular classroom teachers, as well as participating in computer activities. The regular classroom tutoring conducted by the teacher helpers is collaboratively planned, and teachers and helpers work together to select or develop instructional materials.

All Chapter 1 staff participate in time-on-task workshops and classroom management workshops to enable them to maximize learning time. The computer assisted instructional program has increased the amount of time teachers spend in direct instruction activities. The use of CAI and learning centers has led to improvements in students' independent learning skills.

Results of the SRA Achievement Series Test and the Stanford Diagnostic Reading Test are used to monitor student progress and make needed adjustments. A parish criterion-referenced test is also used. In the project itself, teachers use individual student profiles, unit tests, and checkpoint tests. Chapter 1 teachers periodically review the placement of project students.

Contact: Gayle A. Blanchard
St. Martin Parish School Board
111 Courville Street
Breaux Bridge, LA 70517
(318) 332-3390

TANGIPAHOA PARISH SCHOOL BOARD AMITE, LOUISIANA

Career education component makes migrant children aware of career possibilities

Coordination with other programs
Appropriate materials, methods, approaches
Clear goals and objectives

Pull-out instruction is provided to migrant children in grades 1-8 in basic skills, career education, computer literacy, and art. Health services are also provided.

Classroom teachers complete a planning/review form, specifying skills to be reinforced for each student. Every six weeks, regular and migrant program teachers meet to plan instruction; and every three weeks, migrant program teachers send progress reports to regular teachers. To track individual progress, class skill cards are used. The migrant program director also disseminates a handbook and correlated guide in which migrant program skills are coded to regular classroom skills.

Mathematics and reading are taught on a rotating basis—two days each. Students engage in computer skill reinforcement activities, as well as using workbooks, games, worksheets, film, and other materials. One day a week is set aside for career education—an important component for many migrant youngsters, who might otherwise become migrant adults out of ignorance of other career possibilities. The program management system helps ensure that student placement and educational prescriptions are appropriate.

The program focuses on each student's functional level and on the reinforcement of skills in which the student is deficient. The goals of basic skills mastery, computer literacy, career awareness, and involvement in art are reinforced through the program's Step-by-Step management system, which enables teachers to focus on and remediate deficiencies. The program aims at a six-month reading and mathematics gain for 50 percent of the participants, a four-month gain for 25 percent, and a two-month gain for the remaining 25 percent.

Contact: Billie Jean Pietri
Tangipahoa Parish School Board
P.O. Box 457
Amite, LA 70422
(504) 542-7290

INDICATORS OF SUCCESS

- ☑ Achievement
- ☐ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☑ Math
- ☐ Language arts
- ☑ Other*

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☑ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☑ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☑ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

* Career awareness

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☑ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

TANGIPAHOA PARISH SCHOOL BOARD AMITE, LOUISIANA

Strong evaluation and coordination components help insure math program success

Evaluation used to improve project
Coordination with other programs
Positive climate

Focusing on Children Using Skills (FOCUS) is a pull-out mathematics program that makes extensive use of computer assisted instruction. Participants in grades 2-6 attend class three to five times a week for 30-55 minute periods. Classes have a maximum of 12 students.

The most recent round of formal and informal evaluation focused on student data and progress, cost effectiveness, and staff development. In response to the evaluation, project staff developed a timeline for presenting skill-building activities, a Long Range Planning Guide, and a Chapter 1 coordination form. Based on positive evaluation results, they decided to continue using computers and computer assisted instructional software. Finally, evaluation findings confirmed the appropriateness of serving grades 2-6.

Coordination is achieved through: (1) Long-Range Planning Guides, which correlate basal and supplementary materials; (2) Coordination Conference Forms, which reflect completed and projected skill development; (3) written documentation of annual assessment meetings involving project and regular staff; and (4) parish policy manuals, teacher handbooks, and the Chapter 1 Program Compliance Guide.

Attractive and functional classrooms and a low student-teacher ratio help to establish a positive climate. Inservice sessions focus directly on ways to develop and maintain positive school and classroom environments. Teachers communicate high expectations, enable students to experience academic success, and keep parents informed about their children's progress.

Contact: Bette K. Laird
Tangipahoa Parish School Board
313 East Oak Street
Amite, LA 70422
(504) 748-7153

BALTIMORE COUNTY PUBLIC SCHOOLS TOWSON, MARYLAND

Teacher aides and paid parent helpers teach children in their regular classes

Clear goals and objectives
Coordination with other programs
Positive climate

Teacher aides and paid parent helpers provide prereading and reading instruction to children from prekindergarten through grade 5, and mathematics instruction to those in grades 1 through 3. Fourth and fifth graders also receive math instruction on an optional basis. Students are instructed in their regular classrooms.

The project's overall goal is to enable identified students to gain one month of reading and math growth for every month of instruction. Each participating school "customizes" program materials and approaches to meet the specific needs of students. Goals are identified annually with help from administrators, staff, parents, and evaluation data. Individual student goals are based on skill needs, which are shared with parents and addressed systematically.

Project goals are correlated with those of the regular school program, with coordination monitored by the project supervisor, coordinator, local building administrators, and Chapter 1 resource teachers. Regular classroom teachers diagnose students' needs, coordinate supplemental instruction, and monitor students' programs. Instructional teams maintain a cycle of assessing students' needs, establishing goals, planning instruction, implementing plans, evaluating progress, and reassessing needs.

The in-class instructional model helps foster a positive climate, because Chapter 1 students are not singled out and separated from their classmates. Staff development activities help teachers, aides, and parent helpers acquire and use positive management techniques. Attractive classrooms, organized teaching plans, and effective supplemental instruction combine to achieve and maintain a positive learning climate.

Contact: Alvan A. Testoni
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204
(301) 494-3763

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☑ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☑ Preschool
- ☑ K-3
- ☑ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☑ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☑ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

SOMERSET COUNTY PUBLIC SCHOOLS PRINCESS ANNE, MARYLAND

Migrant children receive educational and support services in summer program

Coordination with other programs
Excellence recognized/rewarded
Parent/community involvement

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☑ Language arts
☑ Other *

GRADE LEVEL

☑ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

*Support services

Infants through sixth graders who are the children of migrant families receive educational and support services in a six-week summer program. Very young children are cared for at the same center where older children take summer school classes. Children receive instruction in reading, mathematics, communication skills, art, and physical education. Bilingual/bicultural activities and activities that enhance the students' self-images are provided.

The program coordinates the provision of day care, medical, dental, nutritional, and other support services through local agencies. When there is need, services are extended to the entire family. These include referrals for assistance with food stamp applications, WIC Program, welfare assistance, work opportunities, and legal aid.

Students receive awards and certificates for their achievement and improvement in the program. Parents are invited to special assemblies to see their children receive recognition for their accomplishments. Local newspapers also highlight the activities of project students, and the principal acknowledges "honor students" over the intercom each week. Finally, student products from arts, crafts, and sewing projects are displayed in the resource center display case, and students have the opportunity to model their garments on parents' nights.

Parents participate in Parent Advisory Council (PAC) meetings, which are held at the migrant camp to accommodate their schedules. Parents also serve on a monitoring team, noting ways to help the program improve. Parents' night activities offer opportunities to learn about the program, ask questions, and offer comments. The program hires bilingual parents as aides, since so many program children are bilingual. Foster grandparents from senior citizen organizations care for infants and toddlers.

Contact: Kenneth Butler
Somerset County Public Schools
Prince William Street
Princess Anne, MD 28153
(301) 651-1485

EVERETT SCHOOL DISTRICT
EVERETT, MASSACHUSETTS

Counseling services accompany junior high reading and math project

Evaluation used to improve project
Appropriate materials, methods, approaches
Strong leadership

The Junior High Component of Project Prime provides reading and mathematics instruction and counseling services to seventh graders. Students receive approximately three hours of instruction per week and meet with project counselors at least once per quarter. Those referred for formal counseling meet with counselors weekly.

Outside evaluators review data sources such as standardized test scores, classroom observations, interviews with project staff, and questionnaires completed by others involved with the project. Evaluators also conduct inservice meetings and make recommendations. Project evaluations have influenced student selection procedures, criterion-referenced testing, and cumulative records.

Classroom teachers and project staff work to correlate Chapter 1 reading and math activities with subject areas. For example, the reading teacher selects vocabulary from the science unit and makes a computer crossword puzzle to use with project students. This has increased student interest and on-task behavior. Instruction follows individual needs and is guided by an individual education plan. Counseling focuses on developing learning motivation and positive self-concepts.

The project coordinator reports directly to the district superintendent, meets regularly with school administrators regarding project needs and concerns, explains Chapter 1 procedures to the School Committee, visits the project site frequently, and orients and trains staff. The building principal has made the project an integral part of the regular educational program.

Contact: Margaret Blake
Everett School District
121 Vine Street
Everett, MA 02149
(617) 389-7950, ext. 151

INDICATORS OF SUCCESS

☒ Achievement
☐ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☒ 7-9
☐ 10-12

NUMBER OF STUDENTS

☒ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

* Counseling

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☑ 7-9
☑ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☑ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

KING PHILIP REGIONAL VOCATIONAL HIGH SCHOOL WRENTHAM, MASSACHUSETTS

Vocational students build reading skills using a preplanned curriculum

Appropriate materials, methods, approaches
Maximum academic learning time
Positive climate

Through participation in Reading Improvement for Occupational Students (R.I.O.S.), ninth through twelfth graders build reading skills. Classes meet for 42 minutes, five days a week.

The program is structured around seven skill areas: spelling, structural analysis, phonetics, study skills, comprehension, vocabulary, and language arts. Curriculum units are designed by the reading specialist from extensive behavioral objectives in all these areas. Instructional activities and materials are varied; and selections are based on diagnosed needs, learning styles, and proven appeal to vocational students.

Effective time use is accomplished by utilization of a preplanned curriculum, by having the Chapter 1 class be a regularly scheduled class period, and by structuring weekly tasks so that students know precisely what type of activity they will participate in each day of the week, e.g., Monday — Language arts; Friday — vocabulary and computer work. A mastery approach assures that students are working on tasks at an appropriate level of difficulty, thus further ensuring efficient use of time.

Learning and behavioral expectations are made clear at the beginning of the class, and very little time needs to be devoted to maintaining order and discipline. The program's positive climate results from high staff expectations for students, attractive and comfortable Chapter 1 classroom surroundings, and friendly and supportive treatment of students. Youngsters are continually encouraged to work toward their preplanned goals.

Contact: Judith K. Kamon
King Philip Regional Vocational High School
201 Franklin Street
Wrentham, MA 02093
(617) 384-2174

LOWELL PUBLIC SCHOOLS
LOWELL, MASSACHUSETTS

Voluntary participation in "quality groups" enhances professional development of Chapter 1 staff

Professional development/training
Parent/community involvement
Coordination with other programs

Daily supplemental reading lessons are provided to kindergarten through sixth grade students in pull-out settings. Students apply skills they have gained as they perform in plays based on stories read, engage in other role-playing, and write stories.

Chapter 1 inservice activities are designed to ensure familiarity with Chapter 1 philosophy and goals; increase coordination of Chapter 1 and regular instruction; develop expertise, professionalism, and creativity; and provide insight into children's needs. Staff development is conducted monthly, usually on Friday mornings for two and one-half hours. Recent topics include the Science, Art and Ideology of Reading; Stress Management; and the Wonders of Reading Aloud. Chapter 1 teachers also belong to "quality groups," devoted to voluntary improvement in such areas as student selection, testing, scheduling, and computer curriculum development.

Emphasis is placed on parent training meetings, which are held at the Chapter 1 Parent Resource Center. The Center also serves as a library of materials for parents to use to improve parenting skills and to work with their children at home. The Parent Assist Program provides 23 weeks of services to parents of two-and three-year olds. Children become prepared for school, and parents learn how to support them.

Chapter 1 teachers work with regular teachers on student selection, provide them with test data and individual Pupil Profile Sheets, and meet with them frequently to plan and to discuss student progress. Regular meetings involving the Chapter 1 director and school administrators further ensure coordination of programs.

Contact: Tadeusz H. Rurak
Lowell Public Schools
89 Appleton Street
Lowell, MA 01852
(617) 937-7622

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☑ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☑ $1000 or more

DETROIT PUBLIC SCHOOLS
DETROIT, MICHIGAN

Kindergarten students form partnerships and work in pairs

Maximum academic learning time
High expectations for learning/behavior
Evaluation used to improve project

The Extended Day Kindergarten (EDK) project serves Chapter 1 children by increasing the length of the school day, providing a full-time service assistant for each classroom, and involving parents in program activities. Field trips provide stimulation and content for language-development activities.

Project staff have found that they can make maximum use of learning time and enhance achievement by allowing children to form partnerships and work in pairs for learning activities. Teachers also use various effective teaching strategies—three-period lessons, fading, chaining, independence, and questioning—to help children learn new information, discover relationships, and practice skills. A homework plan is a required part of each teacher's weekly lesson plan. Homework is designed to fit children's individual needs and extend their time-on-task.

The project is designed to meet individual student needs. It allows some students to move beyond the program's expectations without subjecting others to loss of self-esteem or confidence. Project teachers have been trained using the Teacher Expectations and Student Achievement (TESA) model and support the project by holding high expectations for participating students.

Evaluations have resulted in many project improvements, such as: (1) providing areawide parent workshops on teaching children at home, (2) increasing inservice training for service assistants, and (3) forming a parent advisory committee for each EDK classroom.

Contact: Herschel Fort
Detroit Public Schools
5057 Woodward, Room 804
Detroit, MI 48202
(313) 494-1679

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☑ Language arts
☑ Other *

GRADE LEVEL

☐ Preschool
☑ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☑ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☑ $1000 or more

* School Readiness

MINNETONKA SCHOOL DISTRICT #276 EXCELSIOR, MINNESOTA

Clear goals and careful monitoring strengthen elementary reading and math project

Appropriate materials, methods, approaches
Closely monitored student progress
Clear goals and objectives

Licensed teachers provide reading and math instruction to children in grades 1-6 in daily pull-out sessions of 20-25 minutes. Care is taken to avoid scheduling the sessions during reading or math instruction in students' regular classrooms.

To determine instructional strategies and materials, teachers use diagnostic teaching methods, engage in trial periods of two to three weeks with particular interventions, and document effectiveness on student progress charts and graphs. A wide variety of materials is used to reinforce instruction in reading and in math, stimulate students' interest, and provide reinforcement and rewards.

In addition to activities undertaken in the regular classroom to monitor student progress, Chapter 1 monitoring systems include: (1) timings (rates taken for one minute) of written math or reading answers, (2) charts to record results of timings, (3) graphs displaying progress over time, and (4) record sheets displaying mastery of skills.

Project goals pertain to increasing decoding/reading skills, increasing reading speed and accuracy, improving problem-solving ability, and raising computation skill levels. Goals are stated in clear, measurable terms, and the project's monitoring systems are set up to record progress toward goals. The project is also designed to identify and instruct the most needy students, avoid interfering with basic skill instruction in regular classes, involve parents, and supplement classroom instruction without replacing it.

Contact: Beverly W. Montgomery
Minnetonka School District #276
261 School Avenue
Excelsior, MN 55331
(612) 474-5401

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

MONTEVIDEO PUBLIC SCHOOLS
MONTEVIDEO, MINNESOTA

Summer migrant project features team teaching, flexible placement, and "special days"

Appropriate materials, methods, approaches
Positive climate
Professional development/training

The Montevideo Migrant Project is a six-week summer program that serves students in grades 1-8 who are the children of migrant farm workers. Because the majority of these students are from Texas, program efforts are coordinated with those of the Texas Migrant Education Program.

Project children receive instruction in reading, mathematics, oral language, other language arts, computers, music, and physical education. Major features include team teaching of reading and oral language activities, flexible grade placement, an individualized mathematics program, designated "special days" such as Button Day and Hat Day, Track and Field Day, Open House and Carnival Night, Primary Education Project, and the Reading Is Fundamental project.

The project coordinator and staff exhibit a positive, calm, and friendly manner and emphasize cooperation and helpfulness. Other elements that foster a positive learning climate include holding high expectations for staff and students, conducting inservice sessions focused on cultural awareness, and providing individualized and small-group instruction. Student work is displayed in hallways and on bulletin boards, and awards and other forms of recognition promote high morale.

State Department of Education personnel provide inservice training for project staff at the beginning of each session. Staff also take advantage of inservice activities in reading, mathematics, and language held during the course of the project. Regular meetings with the project resource teacher further enhance professional skills.

Contact: Alan E. Johnsrud
Sanford Elementary School
13th and Park Avenue
Montevideo, MN 56265
(612) 269-6538

INDICATORS OF SUCCESS

- ☑ Achievement
- ☐ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☑ Math
- ☑ Language arts
- ☑ Other *

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☑ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☑ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☑ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☑ Up to $499
- ☐ $500 to $999
- ☐ $1000 or more

*Computers, music, P.E.

NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOL DISTRICT
MAPLEWOOD, MINNESOTA

Tutorial aides and part-time teachers staff Success Project

Appropriate materials, methods, approaches
Evaluation used to improve project
Clear goals and objectives

The Chapter 1 Success Project serves students in grades 1-5 in mathematics and reading. Some participating schools make use of a pull-out design, while others provide a combination of pull-out and in-class instruction.

The project is staffed by tutorial aides, who provide one-to-one instruction, and part-time teachers, who supervise the aides and teach groups of two to four. An individual educational plan is developed for each student and is continually updated on the basis of conferences and information in the child's tutorial log.

The project is evaluated annually using a computer program written specifically for Chapter 1. Parents provide input into the evaluation and review and make recommendations based on the evaluation report. Project improvements instituted in response to evaluations include: (1) establishing a parent/teacher conference night, (2) adding summer school promotion to districtwide parent meetings, (3) shifting program emphasis toward the primary grades, (4) revising the mathematics curriculum annually, (5) mailing report cards to parents, (6) computerizing record keeping, and (7) offering make-and-take workshops for parents.

Project goals pertain to bringing participants' achievement as close to grade level as possible, maintaining close communication among all parties concerned with the education of project children, developing positive student self-concepts and independence, providing parents with material and expertise to work with their children at home, offering inservice, holding high expectations, and using flexible instructional models to meet individual needs.

Contact: Wallace Leno
North St. Paul-Maplewood-Oakdale School District
2055 East Larpenteur Avenue
Maplewood, MN 55109
(612) 770-4658

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

JACKSON SCHOOL DISTRICT
JACKSON, MISSISSIPPI

Chapter 1 assistants provide remediation and reinforcement in regular classrooms

Coordination with other programs
Appropriate materials, methods, approaches
Regular feedback/reinforcement

INDICATORS OF SUCCESS

☒ Achievement
☐ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☒ Math
☒ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☐ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☒ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☒ Up to $499
☐ $500 to $999
☐ $1000 or more

In the Jackson School District, fourth through sixth grade children participate in the Chapter 1 Language Arts and Mathematics project, which makes use of an in-class design and assistants who work with classroom teachers to reteach and reinforce skills. Students receive instruction for 30 minutes daily in groups of six.

The project is based on the district's Common Body of Knowledge (CBOK) curriculum. A Chapter 1 process guide which was developed in accordance with the CBOK curriculum, contains specific activities and resources. Chapter 1 and other students in need of remediation partcipate in the district's summer extended-time program, which utilizes Chapter 1 supervisors and assistants and follows the design of the regular Chapter 1 project.

After diagnosis, project supervisors review reinforcement and remediation materials and make recommendations for their use by assistants, who then work with classroom teachers to make appropriate selections. The project uses flexible grouping strategies, learning centers, high interest-low readability materials, and motivational strategies to maintain student interest. Materials and methods are continually monitored for appropriateness.

Small-group instruction allows project assistants to give students immediate feedback on their progress. Students' work is checked both individually and within their instructional groups, and they are informed of the results of unit tests and of mastery/nonmastery of specific objectives. Feedback on student performance is provided to parents on computer printouts and in conferences.

Contact: C.L. Lentz
Jackson School District
P.O. Box 2338
Jackson, MS 39225
(601) 960-8707

MERIDIAN PUBLIC SCHOOLS
MERIDIAN, MISSISSIPPI

Pride in Progress focuses on children's academic, social, and physical needs

Parent/community involvement
Regular feedback/reinforcement
Maximum academic learning time

Pride in Progress provides reading instruction to students in grades 4-9 and mathematics instruction to those in grades 4-7. The project features computer assisted instruction, a creative writing/reading/spelling component using IBM electric typewriters, and commercially prepared supplementary materials.

Chapter 1 advisory committee membership and parent-teacher conferences enable parents to be involved with the Chapter 1 program and provide input. Home visitors and nurses visit the homes of students, discuss the project, seek parents' assistance in improving children's attendance, and attend to the youngsters' health and social service needs. Service organizations, such as the Lions Club and Junior Auxiliary, provide vision and hearing screening and clothing as needed. Tutorial assistance is provided by Wesley House, a Methodist-supported community service center.

Project teachers use individual conferences and small-group discussions to inform students of their progress. The diagnostic/prescriptive strategy both pinpoints errors and helps students understand mistakes and how to correct them. Teachers review errors and reteach skills before advancing to the next level.

A computerized mastery learning component maximizes learning time by keeping students working at an appropriate level. Back-up sheets focusing on current instructional content are used as homework. Self-paced, individualized instruction keeps students working at their own learning rates.

Contact: James A. Hefter
Meridian Public Schools
1019 25th Avenue
Meridian, MS 39301
(601) 483-6271

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☑ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☐ K-3
- ☑ 4-6
- ☑ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☐ 100-499
- ☑ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ☑ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

MEHLVILLE SCHOOL DISTRICT R-IX
ST. LOUIS, MISSOURI

Teachers help first graders build healthy self-concepts and learn problem solving skills

Professional development
High expectations for learning/behavior
Maximum academic learning time

Eligible first graders in the district's public schools receive 35 minutes of reading instruction each day in pull-out classes. Nonpublic school students participate in after-school tutoring sessions.

Chapter 1 staff meetings are held the first Friday afternoon of each month and are devoted to discussing teaching techniques, developing materials, and exchanging instructional strategies. Chapter 1 teachers attend school sponsored workshops, and they observe one another in a peer coaching environment. Teachers learn how to use Success, a reading readiness program employing visual aids. Each teacher sets three professional growth goals annually, and their progress is evaluated at least three times during the school year.

The program has a classroom chant: "I can do it, I can do it, I know I can do it." This chant reflects a strong emphasis on developing positive self-concepts. Teachers also teach problem solving techniques to empower students and build their confidence. Students give input into classroom rules, and teachers hold students accountable for meeting behavorial expectations. Chapter 1 teachers encourage students to carry the program's academic and behavorial expectations into the regular classroom.

Practice time is increased through the use of instructional strategies which allow every child to respond to every question, and thereby enable teachers to monitor continually each student's learning. The use of learning centers helps increase children's attention spans. Chapter 1 teachers suggest activities for parents to conduct with their children at home, and they provide materials and activities to regular classroom teachers.

Contact: Joan Wiese
Mehlville School District R-IX
3120 Lemay Ferry Road
St. Louis, MO 63125
(314) 892-5000

NEW FRANKLIN R-I SCHOOLS
NEW FRANKLIN, MISSOURI

Self-study and research review helps school staff to maximize learning time

Coordination with other programs
Maximum academic learning time
Strong leadership

The Chapter 1 Mathematics project at New Franklin Elementary School serves students in grades 1-4. Groups of three to five leave their regular classrooms for 30 minutes of instruction each day.

Coordination of the Chapter 1 project with other school programs is achieved through various means including: (1) involvement of the entire faculty in curriculum planning, (2) frequent meetings for the exchange of ideas between regular and Chapter 1 teachers, (3) Chapter 1 lessons that support and reinforce regular class instruction, and (4) frequent written and informal communication between Chapter 1 and regular teachers.

In 1986 the school conducted a self-study regarding time use and looked at results in the light of available research. Staff then began making the following changes based on findings: (1) the principal examines the school schedule to insure that there are no "lost" blocks of time between classes; (2) all basic reading and math skills classes are held in the morning; (3) teachers have all materials ready before students arrive; (4) class begins and ends on schedule; (5) excessive amounts of seatwork are avoided; and (6) teachers' explanations are clear, so students know what they are expected to do.

The principal takes an active role in curriculum planning and works with faculty members to set instructional priorities. The principal and project coordinator work together on scheduling, renewing the curriculum, reviewing test data to make curriculum decisions, and rallying parent and community support. The project coordinator sponsors various motivational activities, such as read-a-thons, to inspire students and keep their skills sharp.

Contact: Vickie Robb
New Franklin R-I Schools
414 West Broadway
New Franklin, MO 65274
(816) 848-2112

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

PARK HILL SCHOOL DISTRICT
KANSAS CITY, MISSOURI

Regular and Chapter 1 staff team teach in kindergarten program

Coordination with other programs
Appropriate materials, methods, approaches
High expectations for learning/behavior

In the Double Staff Kindergarten Project, two teachers are assigned to each class of 20 developmentally delayed children. This low student-teacher ratio allows for intensive academic, social, and motor skill development, with emphasis on developing positive self-concepts.

Coordination is assured, since the regular and Chapter 1 kindergarten teachers work together in the same classroom. As the basis for planning and scheduling instruction, teachers use the district kindergarten guide, which outlines goals and objectives for mastery of readiness skills. Administrators and teachers coordinate the transition from kindergarten to first grade by evaluating each student and conducting follow-up activities during first grade.

An instructional plan is developed for each student based on individual performance in the five skill areas of the Missouri Kindergarten Inventory of Developmental Skills. Materials used include district-adopted textbooks, supplemented by teacher activities and games that stimulate children's interest. Instruction is guided by the district's Performance Based Teaching Model, which is patterned after Madeline Hunter's Lesson Design. Daily instruction in language and mathematics includes activities that enhance self-esteem, coordination, decision making, and independence.

District procedures call for intervention when children first experience difficulty in academic work or behavior. With input from the student, principal, and parents, teachers develop modifications of each student's instructional program and an accompanying timeline—a practice that helps students meet the high expections set for them.

Contact: Gerald Reynaud
Park Hill School District
7703 N.W. Barry Road
Kansas City, MO 64153
(816) 741-1521

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☐ Preschool
☒ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☒ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

*School Readiness

SCOTLAND COUNTY R-I SCHOOLS
MEMPHIS, MISSOURI

Chapter 1 students face the same high expectations as other students

High expectations for learning/behavior
Parent/community involvement
Appropriate materials, methods, approaches

Eligible students in grades 1-6 are scheduled for 30 minutes of reading instruction five days a week in the Chapter 1 resource room. Instructional groups range in size from three to six students.

Students are expected to meet the high standards set in developing the district's core competencies and instructional management system. For each lesson, Chapter 1 students are made aware of what they are learning, why, how, and to what degree of mastery. Project staff have found that motivation is enhanced when project students become aware that they are part of the same mastery system as other students and face the same expectations.

Parents and other community members are contacted in the spring and encouraged to attend planning meetings for the next year's project. Then, in a meeting at the beginning of the school year, staff provide information to parents and others regarding project goals, objectives, and evaluation procedures. Community involvement is fostered through a monthly article in the countywide newspaper. These articles keep constituents aware of administrative procedures, project instruction, and special activities.

Instead of relying on a basic text or workbook, the staff teaches particular skills or skill clusters, using a variety of commercial or teacher-made materials, media, and activities. The reading specialist monitors progress, providing paced instruction, drill, guided practice, and feedback as needed. The small group size facilitates close monitoring of student progress and allows for immediate feedback.

Contact: Connie R. Courtney
Scotland County R-I Schools
P.O. Box 337
Memphis, MO 63555
(816) 465-8531

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☑ Other *

GRADE LEVEL

☑ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

* School Readiness

ST. LOUIS CITY
SCHOOL DISTRICT
ST. LOUIS, MISSOURI

Parents show willingness to work with their preschoolers by signing contracts

Parent/community involvement
Appropriate materials, methods, approaches
Closely monitored student progress

The Chapter 1 Preschool Academy Program is an educationally developmental program for three, four, and five year-old children and their parents or other caretakers. Two groups of 15 children each attend three half-day sessions weekly. One day a week, staff work with each parent-child pair, demonstrating learning activities, and observing parent/child interaction. The remaining day is used for home visits; workshops, seminars, and inservice sessions for parents and staff; and planning.

Parents attend a required orientation seminar at the beginning of the year and learn about project goals, objectives, and operations. They also sign contracts agreeing to attend parent seminars and workshops regularly; participate in monthly observation sessions; and take part in home visitations, field trips, and scheduled personalized instruction sessions/conferences. After participating in these activities, some parents use the expertise they have gained to develop and provide workshops for other parents.

Staff use a program manual to plan and implement learning activities. This manual outlines the program's curriculum areas, contains a basic skills checklist for program children, identifies criteria for assessing mastery of these skills for each age group, and suggests appropriate instructional activities.

The basic skills checklist identifies areas warranting early intervention to prevent developmental delays. Assessment criteria guide development of learning activities in school and at home. Individual student files are established and continuously updated.

Contact: Beauton Roberts
St. Louis City School District
5183 Raymond
St. Louis, MO 63115
(314) 361-5500

CHEYENNE HOME TREATMENT AGENCY ASHLAND, MONTANA

After-school project supports learning and behavior needs of institutionalized Native American students

Coordination with other programs
Appropriate materials, methods, approaches
High expectations for learning/behavior

The Chapter 1 After School Tutoring Project serves Native American students at the Cheyenne Home Treatment Agency, a residential facility for neglected and delinquent youth. Students attend local public or private schools, while Chapter 1 teachers from these schools instruct identified students at the Cheyenne Home after school. Tutoring services are provided to students in grades K-12 in all core subjects. The Chapter 1 N/D Program also features a six-week summer school program.

The project is coordinated with other programs through the tutoring period, which is used to work on homework; academic counseling; daily contact between classroom teachers and either tutoring staff or Cheyenne Home staff; weekly advisory/progress reports from the school to the Cheyenne Home; and expertise and interventions to limit behavioral interferences in the regular classroom. A Home Bound Program is provided for students whose behavior problems prevent them from receiving regular classroom instruction.

The project provides small-group and one-to-one instruction on a scheduled basis, while an enrichment component helps students build relationships with teachers and improve self-esteem. Computer literacy activities include skills practice, enrichment, literacy, word processing, writing, and educational games.

Students are required to take an active part in their learning, and Cheyenne Home staff and tutoring staff support them as they do so. The after-school project helps students succeed though a Behavior Modification and Incentive Program.

Contact: Frank Hagen
Cheyenne Home Treatment Agency
Horse Creek Ranch
Ashland, MT 59003
(406) 784-2498

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☒ Language arts
☒ Other *

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☒ 7-9
☒ 10-12

NUMBER OF STUDENTS

☒ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☒ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

* Tutoring

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

BELLEVUE PUBLIC SCHOOLS BELLEVUE, NEBRASKA

Coordination and integration with other programs strengthen Chapter 1 math project

Coordination with other programs
Excellence recognized/rewarded
Strong leadership

Remedial math students in grades 1-6 receive 30 minutes of instruction daily in a pull-out setting. Instruction is scheduled so that students do not miss reading, mathematics, physical education, or music instruction in their regular classrooms.

The project's Individualized Educational Program (IEP) was developed using the district's mathematics goals and objectives, and principals ensure that the project is an integral part of the total school program. Chapter 1 and classroom teachers meet frequently to share information on student progress, to plan modifications, and to coordinate mathematics skills to be taught. Chapter 1 teachers conduct assessments and share results, as well as participate on School Improvement Teams and Teacher Assistance Teams.

Progress and achievement are acknowledged with awards appropriate to the age and maturity levels of the students. Acknowledgements are made differently in different buildings—for example, through an intraschool television program, participation in a Friday recognition program, displays of student work, and special awards from principals. Staff members frequently communicate student progress to parents in phone calls or notes.

The project coordinator visits participating schools regularly to provide assistance to teachers and meets with other administrators to plan and evaluate the project. Principals visit project classrooms, provide support, and recognize the achievements of project students.

Contact: Joanne Marechale
Bellevue Public Schools
2221 Main Street
Bellevue, NE 68005
(402) 291-3431

CLARK COUNTY SCHOOL DISTRICT LAS VEGAS, NEVADA

Kindergarten program focuses on learning key words and phonemes

Appropriate materials, methods, approaches
Parent/community involvement
Excellence recognized/rewarded

Children in the Chapter 1 Extended-Day Kindergarten at Robert L. Taylor Elementary School receive an additional two and one-half hours of attention and instruction beyond the basic kindergarten day. The project makes use of the IBM Writing to Read program.

The Chapter 1 teacher and aide design learning cycles to address the specific needs of each child, who proceeds through the program at his/her own pace. The program is based on 10 cycles, or 30 key words, and the phonemes that accompany them. Project activities revolve around these key words and phonemes. For example, for the word "pig", the teacher wears pig-faced slippers around the classroom and children dramatize the story of *The Three Little Pigs*. Children also compose stories using the phonetics knowledge they gain from the program.

At the beginning of the school year, parents attend a meeting where they are oriented to the project and receive information and instruction about how to help their children at home. They also participate in project evaluation activities twice a year. Each Friday, parents receive a summary of the upcoming week's activities, with copies of readiness activities to use with their children. In addition, parents visit classrooms, participate in conferences, attend parenting workshops, and assist with field trips.

Students receive stickers, hugs, "love letters," and treats for completing specified tasks. Exemplary teachers are identified and honored monthly at the TEAM (Teaching Everyone About Mastery) faculty meeting, and the Chapter 1 staff and program have been acknowledged for their success.

Contact: Elise Leonora Ax
Clark County School District
600 North Ninth Street
Las Vegas, NV 89121
(702) 799-8490

INDICATORS OF SUCCESS

☒ Achievement
☐ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☒ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS MIDDLETOWN, NEW JERSEY

Research-based prekindergarten program includes weekly parent activities

Parent/community involvement
Appropriate materials, methods, approaches
Coordination with other programs

In the Parent Readiness Education Project (PREP), four year-olds participate in kindergarten readiness activities once a week for two and one-half hours in groups of 12. Parents agree to attend PREP each week or to send a representative.

During this weekly activity, parents participate in workshops and observe and listen to classroom activities through one-way mirrors and microphone systems. Parents also create learning games and other activities to reinforce skills taught in the classroom. They borrow and use materials from the Parent Resource Center. Eight Apple computers and appropriate software to reinforce readiness skills are provided to PREP families to be taken home on a rotating basis.

The project is grounded in research findings which indicate that effective intervention must involve the parent (usually the mother) and child, that interaction must be organized around cognitively stimulating tasks, and that practical training is necessary for parenthood. Learning activities take place on a developmental continuum beginning with manipulative materials and progressing through the various stages to more abstract concepts in language and mathematics.

Project goals provide a foundation that complements kindergarten learning objectives. Activities emphasize language competency, listening skills, visual discrimination, number concepts, gross motor development, social skills, and computer awareness.

Contact: George Jarrach
Middletown Township Public Schools
59 Tindall Road
Middletown, NJ 07748
(201) 671-3850

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☑ Other *

GRADE LEVEL

☑ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

* School Readiness

MT. LAUREL TOWNSHIP PUBLIC SCHOOLS
MT. LAUREL, NEW JERSEY

Basic skills program uses in-class and pull-out instructional models

Coordination with other programs
Closely monitored student progress
Professional development/training

Reading, mathematics, and language arts instruction is provided to children in grades K-8, with K-6 students receiving in-class instruction and those in grades 7 and 8 being pulled from their study halls.

The Chapter 1 project is viewed as being part of the regular classroom program and shares the regular program goals. In the in-class model, Chapter 1 assistants work side by side with regular classroom teachers. In the pull-out model, weekly staff meetings help ensure coordination with the rest of the curriculum. Overall coordination and communication are maintained through administrative team meetings and inservice activities that focus on coordination of the district's various programs.

Project students are assessed informally on a daily basis, as well as formally through pre- and post-tests, checklists, and inventories. Project staff also use the results of standardized and other tests administered in the regular classroom to determine progress and plan instruction. Instructional plans are developed for each student and used throughout the year to evaluate progress and keep students and parents informed.

An Inservice Advisory Committee develops an annual survey of all staff and uses the results to determine inservice activities for the year. The attendance rate of Chapter 1 classroom assistants has thus far been 100 percent. Assistants also attend statewide activities and local professional workshops. At the district level, bimonthly skill development sessions are provided to address assessed needs.

Contact: Leonard R. Kelpsh
Mt. Laurel Township Public Schools
330 Moorestown-Mt. Laurel Road
Mt. Laurel, NJ 08054
(609) 235-3387

INDICATORS OF SUCCESS

- ☑ Achievement
- ☐ Sustained gains
- ☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☑ Math
- ☑ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☑ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☑ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☑ Suburban
- ☐ Urban

PER PUPIL COST

- ☑ Up to $499
- ☐ $500 to $999
- ☐ $1000 or more

INDICATORS OF SUCCESS

- ● Achievement
- ☐ Sustained gains
- ● Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ● Reading
- ● Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ● K-3
- ● 4-6
- ● 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ● 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ● Urban

PER PUPIL COST

- ● Up to $499
- ☐ $500 to $999
- ☐ $1000 or more

NEW BRUNSWICK SCHOOL DISTRICT NEW BRUNSWICK, NEW JERSEY

Elementary students strengthen basic skills in after-school program

Evaluation used to improve project
Maximum academic learning time
Parent/community involvement

In the Basic Skills Extended School Day Program, students in grades 2-8 receive reading and mathematics instruction daily after school. Instruction in regular classrooms and laboratory settings covers reading and mathematics lessons that each last for approximately 25 minutes.

Evaluation focuses on standardized test results, attendance, student exit results, longitudinal results, teacher evaluations by the project director, and staff evaluations of the project. Improvements brought about by evaluations include: hiring additional community service liaisons, acquiring new instructional materials, matching instructional strategies with the California Achievement Test format, and providing transportation as needed.

A focus on large group instruction helps reduce delays and keep students on task. Use of teacher assistants for supplementary reinforcement activities allows program teachers to spend more time engaged in direct instruction. Assistants and tutors also set up equipment and materials and help students practice skills presented by teachers.

Parents participate with teachers and administrators on committees that generate recommendations regarding program activities, needs assessments, inservice training, program personnel, and budget. Project staff encourage parents to visit and observe in their children's classrooms. Parents also attend semiannual parent workshops, parent-teacher and parent-teacher-principal conferences, and districtwide parent organizations. In addition, they receive report cards and other progress reports.

Contact: Robert I. Darden
New Brunswick School District
24 Bayard Street
New Brunswick, NJ 08901
(201) 745-5416

RED BANK PUBLIC SCHOOLS
RED BANK, NEW JERSEY

Early childhood programs increase children's chances of success in school

Clear goals and objectives
Coordination with other programs
Evaluation used to improve project

Early childhood programs for disadvantaged students in this district include a nursery program for three year-olds, a prekindergarten program, full and half-day kindergarten programs, and Bridge programs for students who need additional readiness activities before entering first grade.

The general program goal is to enable students to acquire the skills necessary for success, beginning in first grade. Specific objectives include: (1) providing additional time for development of motor, visual, communication, classification/seriation, social, emotional, and health/hygiene skills; (2) bringing student achievement levels above the national average for "at risk" youth; and (3) providing appropriate placement so that students will experience success and develop positive self-concepts.

The various early childhood program components are integrated with one another and with the regular school program. Curriculum guides assist teachers in coordinating instruction across programs. First grade teachers provide feedback to early childhood program staff, and this information is used to modify programs. Frequent meetings of program staff help assure coordination of their activities.

On the basis of initial assessment the Bridge and Nursery programs were subsequently developed. Later, increasing Bridge enrollment led to the development of an all-day kindergarten, a move aimed at bringing children to school for more than half a day. Other assessments led to an expansion of the four year-old (prekindergarten) program.

Contact: David A. Squires
Red Bank Public Schools
76 Branch Avenue
Red Bank, NJ 07702
(201) 758-1510

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☐ Reading
- ☐ Math
- ☐ Language arts
- ☑ Other *

GRADE LEVEL

- ☑ Preschool
- ☑ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☑ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ☑ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

*School Readiness

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SANTA FE INDIAN SCHOOL
SANTA FE, NEW MEXICO

Close monitoring and frequent feedback help secondary Indian students to develop skills

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☑ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☑ 7-9
☑ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

Closely monitored student progress
Regular feedback/reinforcement
Professional development/training

The Santa Fe Indian School, a tribally operated contract school, provides an academic and residential program for approximately 500 students in grades 7-12. Students are from the 19 Pueblos and the Navajo, Mescalero, Jicarilla, Hopi, and other tribes thoughout the country.

Diagnostic tests are used to determine the appropriate skill and instructional level of each student and to plan programs to meet students' needs. Student assignments are scored daily, manually or by computer, enabling students and their teachers to keep track of progress. Teachers conduct daily and weekly checks of student work, and criterion mastery tests are given at the completion of each prescription sheet. Student-student and student-teacher conferences are also used to track progress.

Both teachers and students receive computer-generated reports indicating which objectives were mastered and which need further work. Individual and small-group conferences provide the setting for students to receive feedback about their work. Meetings, conferences, and staffings provide additional avenues for communicating progress. A home-school liaison officer visits students' homes and confers with parents as needed.

Resources are made available for Chapter 1 and other staff members to attend professional development activities. Chapter 1 staff members take additional coursework on their own time without pay or tuition assistance. Ninety percent of the Chapter 1 staff have taken the Teacher Expectations and Student Achievement (TESA) course. Chapter 1 staff also receive inservice training through their academic departments, and most are involved in professional associations.

Contact: Carol A. Weahkee
Santa Fe Indian School
P.O. Box 5335
Santa Fe, NM 87501
(505) 988-6291

WINGATE ELEMENTARY SCHOOL
FT. WINGATE, NEW MEXICO

Chapter 1 project supports schoolwide whole-language program for Indian students

Appropriate materials, methods, approaches
Coordination with other programs
Excellence recognized/rewarded

MILE (Maximizing Individualized Learning Experiences) serves Indian students at Wingate Elementary School, providing instruction in integrated language arts—listening, speaking, reading, and writing.

The schoolwide whole-language program is supplemented by the Chapter 1 project, which offers instruction in pull-out language labs. Activities include sustained silent reading, journaling, inquiry, process writing, literature studies, shared book experiences, reading to students, and others. The project focuses on process rather than product, seeks to provide a language-rich and risk-free environment, uses a whole-language "menu" for choosing activities, and calls for higher-level thinking skills.

Chapter 1 instruction is based on the schoolwide curriculum and testing program. Chapter 1 aides and regular classroom teachers plan for instruction each day. Chapter 1 teachers and regular staff confer frequently, and Chapter 1 staff are involved in regular staff meetings. Eighty percent of Chapter 1 inservice is conducted in joint sessions with regular program staff. The Chapter 1 coordinator is a school education specialist, with a major responsibility for schoolwide language arts instruction.

Student achievement is recognized through praise, awards assemblies, honor trips, perfect attendance trips, participation in academic fairs, performances at the annual parent meeting, and publication of student writing. In the Wingate Karate Reading Program, students earn "karate belts" (ribbons) based on the number of books they read.

Contact: Nina Wyatt
Wingate Elementary School
P.O. Box 1
Ft. Wingate, NM 87316
(505) 488-5466

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☐ Reading
- ☑ Math
- ☑ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☑ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☑ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☑ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

COMMUNITY SCHOOL DISTRICT #4M NEW YORK, NEW YORK

STAR program helps elementary and junior high school students build reading comprehension skills

INDICATORS OF SUCCESS

☒ Achievement
☐ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☒ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☒ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☒ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☒ $1000 or more

Appropriate materials, methods, approaches
Clear goals and objectives
Regular feedback/reinforcement

East Harlem's Chapter 1 project, Structured Teaching in the Areas of Reading and Writing (STAR) serves students in grades 2-9. The program is intended to develop their proficiency in reading comprehension by integrating listening, speaking, reading, and writing.

STAR is based on a psycholinguistic approach to reading and includes the following components: (1) narrative reading, which focuses on story comprehension by exploring story structures in a variety of genres; (2) strategy instruction, which consists of vocabulary and comprehension strategy lessons; (3) skills, in which teacher-directed skills lessons supplement the reading and strategy components; (4) readership, which emphasizes sustained silent reading and teachers reading aloud to the students; and (5) writing, in which students express themselves in various written formats.

The project was established in response to test results which indicated that while students performed well on mastery tests of isolated skills, they were not able to read whole texts with adequate comprehension. Among its many goals, the project is intended to enable students to: (1) demonstrate awareness of narrative structure, (2) identify the characteristics of literary genres, (3) develop independent use of comprehension and vocabulary strategies; and (4) express themselves in various modes of discourse.

Students are continually informed of their progress through test results, strategy assessments, and daily interactions with teachers. Monthly achievement awards are presented to recognize student progress in independent reading. Chapter 1 teachers meet frequently with classroom teachers to discuss student progress. They also conduct such reviews with parents at fall and spring conferences.

Contact: Camille Aromando
Community School District #4M
319 East 117th Street
New York, NY 10035
(212) 860-5905

LIVONIA CENTRAL SCHOOL DISTRICT LIVONIA, NEW YORK

Teams of three teachers work with "clusters" of 50 students in ABC Plan

Coordination with other programs
Positive climate
Closely monitored student progress

Second, third, fifth, and sixth graders participate in the ABC Plan to Classroom Remediation. In-class instruction is provided in reading, mathematics, and language arts. Each team, composed of a certified reading teacher and two regular education teachers, instructs two classrooms of children. This configuration is called a "cluster."

Chapter 1 and regular program instruction takes place in the same classroom, with each teacher teaching one remedial basic skill to identified children. Although specific times are scheduled for remedial instruction, remediation is coordinated with content area study. All teachers are viewed by the students as their teachers; hence, none are associated solely with the remedial program. Each cluster's teachers are afforded a common daily planning time, when they can coordinate instruction.

The Chapter 1 project is a natural component of the cluster operation. Materials and displays associated with the remedial program are not considered unusual or out of the ordinary. Students' pride in their work is easily fostered in this type of nonthreatening, nonrestrictive environment. The cluster approach enables project staff to achieve their objective of avoiding pulling students out of regular classrooms for remediation.

Since all ABC Plan teachers work together daily and are involved in delivering remedial instruction, communication and monitoring are easily carried out. Formal monitoring is facilitated through diagnostic and working folders for each basic skill area. These folders provide a cumulative record of all remedial instruction children receive.

Contact: Thaddeus J. Universal
Livonia Central School District
P.O. Box E, Big Tree Street
Livonia, NY 14487
(716) 346-2323

INDICATORS OF SUCCESS

- ☑ Achievement
- ☐ Sustained gains
- ☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☑ Math
- ☑ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☑ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☑ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

ORCHARD PARK CENTRAL SCHOOL DISTRICT ORCHARD PARK, NEW YORK

Six-week summer program takes a multisensory approach to language arts activities

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☑ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☑ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

Appropriate materials, methods, approaches
Maximum academic learning time
Positive climate

This district's Chapter 1 Summer Reading Program provides reading, language, and writing instruction to students in grades 1-6. Students meet daily for three hours during a six-week period in July and August. The student-teacher ratio is approximately 10:1.

Instruction incorporates a multisensory approach to learning, including perceptual training in visual and auditory modalities; gross and fine motor development activities to increase body awareness and improve self-concept; and activities involving taste and touch to impress learning on the neurological system. Computers are used for the development of cloze procedure skills, test-taking skills, and visual/motor integration. Daily directed reading activities make use of the Language Experience Approach to reading/writing integration.

Efficient daily time use for each student is ensured through a daily plan that includes four activities tied directly to the four main program goals. Each teacher has one and one-half hours of aide time each day, which increases the time available for individual and small-group instruction.

The positive climate of the program is evidenced in its attendance record: *no* dropouts and attendance of 96.7 percent. Field trips and projects involving food and art activities help to motivate youngsters. Student work is displayed, encouraging pride in accomplishment. Other events include a pet show, a hobby show, a teddy bear parade, and a sing-along of parodies composed by the students.

Contact: Robert W. Cona or Betty Lynch
Orchard Park Central School District
3330 Baker Road
Orchard Park, NY 14127
(716) 662-6236

ROCKY POINT PUBLIC SCHOOLS
ROCKY POINT, NEW YORK

Reading instruction follows cooperatively developed Individual Education Programs

Coordination with other programs
Clear goals and objectives
Closely monitored student progress

Eligible fourth, fifth, and sixth graders receive supplemental reading instruction in groups of no more than six. A sequential skills program developed by teachers in the district is used.

The goals, objectives, materials, and methods of the Chapter 1 program are coordinated with those of the regular program, in part through the use of Individual Education Programs (IEPs) cooperatively developed by regular and Chapter 1 teachers. These IEPs are discussed and signed by Chapter 1 teachers, regular teachers, parents, and the school principal. Conferences between Chapter 1 and regular teachers take place frequently and are devoted to planning and coordination of efforts. Chapter 1 teachers participate in regular grade level and content area meetings.

Project goals were determined through a comprehensive needs assessment procedure reviewed and validated by the New York State Education Department. Goals emerging from this procedure relate to: (1) remediating students' reading deficiencies and enabling them to succeed in the regular classroom; (2) producing specific, measurable reading improvements as determined by standardized tests; and (3) holding high expectations and fostering the development of positive student self-concepts.

Anecdotal records, test scores, test protocols, and other data are maintained along with the IEP in each student's project file. Daily logs are kept to track student progress and to make needed adjustments in instruction. Progress reports are sent to parents, classroom teachers, and reading teachers four times annually.

Contact: Edward J. Swensen
Rocky Point Public Schools
Rocky Point-Yaphank Road
Rocky Point, NY 11778
(516) 744-1600

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☐ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☑ 7-9
☑ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☑ $1000 or more

STARPOINT CENTRAL SCHOOL DISTRICT LOCKPORT, NEW YORK

Secondary reading project uses computer activities to support content area learning

Appropriate materials, methods, approaches
Coordination with other programs
Regular feedback/reinforcement

At Starpoint Junior-Senior High School the Chapter 1 project is a content area reading program using computer technology as a motivational tool.

Students report to the program for an entire class period, just as they would for any other course. Individual learning modes are considered when teachers select instructional material, much of which is from students' core classes. Whenever possible, curriculum materials from these classes are developed into computer software programs and used as reinforcement. The computer assisted instruction component allows students to set the pace of lessons, review material, and test themselves—activities that reinforce learning, foster self-directedness, and increase confidence.

The program supports students' success in content areas through activities that reinforce learning in these subjects. Chapter 1 teachers and content area teachers meet daily to review curriculum matters. Chapter 1 teachers engage in a summer curriculum project with social studies teachers, identifying reading material at the proper level for advanced, regular, and lower functioning students within the context of social studies. Additional summer projects are planned.

Computers give students instantaneous feedback about their performance. Because students are interacting with machines, they are not afraid to take chances and be wrong. The computer activities also provide considerable reinforcement. Teachers, too, reinforce students' improvements and accomplishments, providing additional motivation.

Contact: James M. Allen
Starpoint Central School District
4363 Mapleton Road
Lockport, NY 14094
(716) 625-7280

WATERFORD-HALFMOON UNION FREE SCHOOL DISTRICT WATERFORD, NEW YORK

Elementary students build reading skills in combination Chapter 1 and state-funded project

Clear goals and objectives
Appropriate materials, methods, approaches
High expectations for learning/behavior

The Waterford-Halfmoon reading project is supported by a combination of Chapter 1 funds and resources from a state-funded program called Pupils with Special Educational Needs (PSEN).

The project is designed to communicate to students that reading can be a source of pleasure throughout one's life, rather than merely serving as a skill for getting meaning from a text. The project aims to help students equal or exceed statewide NCE gains, enhance their interest in reading, and increase amounts of material read. These general goals are translated into specific objectives in conjunction with diagnostic evaluation, specified in individualized educational plans (IEPs), and then transformed into individual daily work plans and student "job sheets."

The Chapter 1 teacher meets with students in grades 1-6 four times per week for 30 minutes of instruction in a pull-out setting. The PSEN teacher meets with students in grades 7-8 three times a week for 40 minutes. These students are scheduled out of their study halls, so that no coursework is missed. Instruction is varied, making use of an integrated language arts approach that emphasizes self-correction, monitoring of one's own reading, acquiring study skills, and developing strategies and schemes for comprehension. The project makes use of current children's literature.

Teachers use positive reinforcement to communicate high expectations. Children are told what is expected of them, and their progress toward reading goals is communicated to them regularly. Teachers help students to outgrow "learned helplessness" and to take responsibility for their learning.

Contact: Walter Sawyer
Waterford-Halfmoon Union Free School District
125 Middletown Road
Waterford, NY 12188
(518) 237-0800

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☑ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☑ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☐ Math
- ☑ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☐ K-3
- ☐ 4-6
- ☑ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☑ More than 2500

SETTING

- ☑ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☑ Up to $499
- ☐ $500 to $999
- ☐ $1000 or more

NASH COUNTY SCHOOLS
NASHVILLE, NORTH CAROLINA

Project offers two kinds of programming, depending on extent of student needs

Appropriate materials, methods, approaches
Closely monitored student progress
Evaluation used to improve project

Nash Central Junior High School students in grades 8 and 9 who are eligible for Chapter 1 services participate in the REST (Reading English Skills Triangle) Project.

An adaptation of the nationally validated Reading/English Rotation Project developed in Thompson, Georgia, REST offers two types of reading classes—the Triangle Team and Reading Laboratories. Each group of 20 students moves to three different classrooms during a two-period block. One classroom is equipped as a skills laboratory where the teacher and aides work with students one-to-one or in small groups. In a second classroom a reading teacher and aide work with students on directed reading lessons. In the third classroom an English teacher and an aide teach English skills. Each group works in each classroom for approximately 30 minutes per day. When students' California Achievement Test reading scores go above the 20th percentile, they are scheduled into a regular English class supplemented by a Chapter 1 resource laboratory.

Teacher-made tests and individual grade sheets are used to track student progress. Careful monitoring insures adequate placement. For example, when students fail to master skills in English, they are retaught using parallel materials in the skills laboratory.

Ongoing process evaluation is conducted and results are analyzed and passed on to administrative decision makers. The resource laboratories were created in response to evaluation results, and a greater degree of coordination between Chapter 1 personnel and regular program teachers was instituted. Staff development activities are developed and offered in areas where the evaluation indicates project weaknesses.

Contact: Cecil E. Strond
Nash County Schools
930 Eastern Avenue
Nashville, NC 27856
(919) 459-7021

WILKES COUNTY SCHOOLS
WILKESBORO, NORTH CAROLINA

Strong project and building leadership guides elementary reading activities

Strong leadership
Professional development/training
Parent/community involvement

A diagnostic/prescriptive approach to reading instruction is used with students in grades 2-8, who receive 30-55 minutes of instruction daily, depending on grade level. The project uses a pull-out structure.

The project director's central concern is to serve as a catalyst for positive and effective leadership on the part of the principals of project schools. Principals demonstrate leadership by assuring equal treatment of Chapter 1 teachers; placing priority on scheduling Chapter 1 students for services; alloting time for conferences involving Chapter 1 and regular teachers; monitoring program operations; conducting well-structured observations and evaluations; planning, promoting, and attending staff development activities; communicating Chapter 1 guidelines and program information to staff; and providing pleasant surroundings for instructional activities.

All Chapter 1 staff development activities take place during the regular working day, with release time provided as necessary. Frequent staff development sessions, encompassing a wide variety of topics, have taken place, including activities focused on program orientation, curriculum alignment, parent involvement, data gathering, and curriculum revision. Teachers also attend state and regional reading conferences.

Parents are involved in the program through parent-teacher conferences, mailings and phone calls from Chapter 1 staff, and volunteering in Chapter 1 classes. Parents participate in school- and district-level parent groups and receive instruction in helping their children learn at home.

Contact: Garland Hill
Wilkes County Schools
201 West Main Street
Wilkesboro, NC 28697
(919) 667-1121

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☐ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☑ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☐ 100-499
- ☑ 500-2500
- ☐ More than 2500

SETTING

- ☑ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

KILLDEER SCHOOL DISTRICT
KILLDEER, NORTH DAKOTA

Instructional management system assures that students experience daily success

Appropriate materials, methods, approaches
Coordination with other programs
High expectations for learning/behavior

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

Killdeer Public School students in grades 1-6 receive supplemental reading instruction for 20-30 minutes daily in a pull-out setting.

The Chapter 1 project makes use of the BASK reading program and individual criterion-referenced tests, which are correlated to the regular classroom basal reader. These tools enable the teacher to prescribe instruction based on individual strengths and weaknesses. Learning activities focus on one or two skills at a time, allowing children to experience daily success. The teacher selects materials from a file of resources directly related to each specific learning objective. Study skills are correlated to the basal reader and build competence in following directions, using reference materials, outlining, using graphic aids, skimming, and reading in the content areas.

Coordination is achieved through correlation of the BASK and testing programs with classroom reading. Frequent oral and written communication between Chapter 1 and other school personnel allows for planning and coordination of activities. Chapter 1 student scheduling is coordinated with the regular school program so that students receive instruction during enrichment activities or study periods, not during academic instruction.

High expectations are instilled using an instructional management system that prescribes activities leading to mastery of learning objectives and ensures success to students each day. Chapter 1 students are expected to complete their work, meet recognized standards of quality, and behave appropriately.

Contact: Judy Gunderson
Killdeer Public School
200 West High Street
Killdeer, ND 58640
(701) 764-5870

THEODORE JAMERSON SCHOOL/ UNITED TRIBES TECHNICAL COLLEGE BISMARCK, NORTH DAKOTA

Native American students build reading skills in BIA contract school

Parent/community involvement
Excellence recognized/rewarded
High expectations for learning/behavior

Theodore Jamerson (T.J.) is a Bureau of Indian Affairs contract school that provides educational services to the children of students and staff of the United Tribes Technical College (UTTC), a residential postsecondary vocational institution. T.J. serves children in grades K-8. Chapter 1 students receive 30-45 minutes of daily instruction in a pull-out setting.

Parents participate in school needs assessments, and school staff communicate with parents regularly. Parents are also involved in grading period conferences, open houses, and participate on the T.J. school board. Since they are UTTC staff members and students themselves, parents have a high regard for education. This is reflected in high turnouts at T.J. events and low absenteeism among their children.

Youngsters receive "computer awards"—15 minutes of computer time for each learning objective completed. Awards stating how many learning objectives students have completed are also given at graduation and at the year-end "honors day." Students receive certificates and stickers denoting jobs well done on particular tasks. Free choice of a reading activity is given following success or work on an especially difficult objective.

Chapter 1 students are encouraged to take part in school activities, particularly those that will enhance their academic skills—e.g., reading campaigns, poster contests, and writing for the UTTC newsletter. All Chapter 1 students participate in the local science fair, selecting, developing, and submitting projects for judging.

Contact: Glenna Mueller
Theodore Jamerson School
3315 University Drive
Bismarck, ND 58504
(701) 255-3285

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☐ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☑ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☑ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ☑ Urban

PER PUPIL COST

- ☐ Up to $499
- ☐ $500 to $999
- ☑ $1000 or more

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☒ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☒ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

AKRON PUBLIC SCHOOLS
AKRON, OHIO

Elementary project cites effective time use as partial reason for its success

Maximum academic learning time
Clear goals and objectives
High expectations for learning/behavior

The district's Reading Improvement Project serves students in grades 2-6, and the Mathematics Improvement Project serves those in grades 2-8. Students come to the Chapter 1 centers in groups of no more than eight and receive instruction for 40 minutes five days a week.

Effective time use is achieved through agreements with regular teachers to have students arrive at the Chapter 1 centers on time. During Chapter 1 classes, teachers move about the classroom, providing individualized instruction and immediate feedback before directing students to their next activity. Homework assignments further increase learning time, and parents support their children's learning at home, using materials developed at make-and-take workshops. A "Pre-Fall Program"—three weeks of summer reading and mathematics instruction—served 241 recommended Chapter 1 students in July and August 1986 to prepare them for the upcoming school year.

The overall goals of the project are to assist students to improve their achievement in reading and mathematics and to improve their self-concepts. Specific objectives pertain to producing gains of seven or more NCE units over the treatment period in both reading and mathematics. Goals are communicated to staff, parents, and students through staff meetings, parent meetings, a Chapter 1 publication named *The Supplement*, and yearly project summary reports.

High expectations are communicated to project students by both Chapter 1 and regular classroom teachers. Incentives and rewards include selecting project students as helpers, giving them special assignments, acknowledging them for improved work, and recognizing them for efforts and positive attitudes.

Contact: Barbara D. Mathews
Akron Public Schools
1055 East Avenue
Akron, OH 44307
(216) 376-5514

BERREA CITY SCHOOL DISTRICT
BEREA, OHIO

Reading project aims at improving student achievement, self-concepts, and attitudes

Clear goals and objectives
Coordination with other programs
High expectations for learning/behavior

Remedial Reading is a pull-out program that supplements regular classroom instruction for students in grades 1-5. Each student receives approximately 30 minutes of diagnostic-prescriptive instruction each day.

The project is designed to improve participating students' reading skills, self-concepts, and attitudes toward reading and learning. Specific degrees of improvement and ways of measuring these are listed in the project's objectives. Project goals and objectives are clearly spelled out to parents during telephone conferences prior to each child's participation. They are then sent in written form, and parents are required to give written consent for their children to participate in the project.

Four annual teacher-principal conferences are held, with attention given to developing and reviewing instructional plans for each child. Chapter 1 teachers participate with other staff in schoolwide goal setting. Project activities are coordinated with those of the regular reading program through weekly one-to-one teacher conferences involving Chapter 1 and regular classroom teaching staff, formal and informal written communications, and extensive use of the districts' K-5 *Teacher Planning Guide*.

Chapter 1 classes are small, offering unique opportunities for successful experiences, which in turn communicate high expectations to students and motivate them to apply themselves. Project students are encouraged to participate in Read-a-Thon, Right-to-Read Week, and other reading activities.

Contact: James Connell
Berea City School District
390 Fair Street
Berea, OH 44017
(216) 243-6000

INDICATORS OF SUCCESS

☐ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☑ $1000 or more

INDICATORS OF SUCCESS

● Achievement
● Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
● Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
● K-3
● 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
● 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
● Urban

PER PUPIL COST

☐ Up to $499
● $500 to $999
☐ $1000 or more

CANTON CITY SCHOOLS
CANTON, OHIO

Time-on-Task project helps Chapter 1 teachers to maximize learning time

Maximum academic learning time
Appropriate materials, methods, approaches
Clear goals and objectives

Second graders through sixth graders participate in the district's Prescriptive Math Program. Individual and small-group instruction is provided to project students five days a week for 30-40 minutes. The project uses a pull-out design.

The district has developed its own Time-On-Task project based on an inservice activity provided by the regional Chapter 1 Technical Assistance Center. Each Chapter 1 teacher is videotaped for two class periods in the fall and spring, then given a copy of the videotape and a booklet on how to analyze and review students' time-on-task. The teacher compares fall and spring results, involving others in the analysis only if he or she wishes to do so. A component in which parents learn how to instruct their children and then work with them at home further increases learning time.

Extensive diagnostic tests covering 116 skills have been developed by Chapter 1 staff and are used to identify students' strengths and weaknesses. Every test has an objective that must be met before the skill is considered to be mastered. When the child scores at the instructional level, testing stops and remediation begins. Deficient skill areas are used as goals to direct teachers' daily planning. Instruction involves the use of project-developed skills kits and booklets correlating commercial materials to skills checklists.

Project goals and objectives are clearly specified and measurable: 85 percent of second, third, and fourth graders will gain one NCE or more for every month of instruction, and 75 percent of fifth and sixth graders will achieve the same gain, as measured by the California Achievement Test.

Contact: Glen Fincher
Canton City Schools
617 McKinley Avenue, S.W.
Canton, OH 44707
(216) 438-2651

NORTHWEST LOCAL SCHOOL DISTRICT CINCINNATI, OHIO

Kindergarten, first, and second grade children are served by two project components

Appropriate materials, methods, approaches
Coordination with other programs
Professional development/training

Kindergarten Extension/Enrichment Program (KEEP) participants attend an additional two and one-half hours beyond the basic kindergarten day. First and second graders in the project's Reading Reinforcement component are pulled from their classrooms and attend the reading class in groups of three to five for 30-45 minutes each day.

KEEP and Reading Reinforcement both make use of learning centers, language experience lessons, small-group instruction, and a graded course of study (GCOS) to plan and implement lessons and learning center activities. The main areas of emphasis in the kindergarten program are language and cognitive development. Receptive and expressive language skills are taught formally every day. Commercial materials, literature, teacher-made materials, and language experience charts are used. Children in the Reading Reinforcement component practice skills that are initially taught in their regular classrooms.

Both the regular and Chapter 1 programs use the district graded course of study to write lesson plans and develop learning centers. Chapter 1 schedules are planned to take advantage of common planning times that classroom teachers have. Chapter 1 teachers keep written records of all contacts with regular teachers and parents.

Since most of the Chapter 1 teachers are relatively new to the teaching profession, there is a strong program emphasis on staff development. Inservice week is devoted to learning about the Chapter 1 project, screening, testing, scheduling, and focusing on instructional methods in reading. Teachers attend various other project, school, and district inservice activities throughout the year.

Contact: Sue M. Jones
Northwest Local School District
3240 Banning Road
Cincinnati, OH 45239
(513) 522-6700

INDICATORS OF SUCCESS

☒ Achievement
☐ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☐ Preschool
☒ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☒ $1000 or more

* School Readiness

PRINCETON CITY SCHOOL DISTRICT CINCINNATI, OHIO

Parents are closely involved in the learning of kindergarten and primary children

Parent/community involvement
Maximum academic learning time
Appropriate materials, methods, approaches

INDICATORS OF SUCCESS

- ● Achievement
- ☐ Sustained gains
- ● Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ● Reading
- ☐ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ● K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ● 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ● Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ● $500 to $999
- ☐ $1000 or more

The Chapter 1 All Day Kindergarten component provides an extra half-day of language readiness and reading experiences to eligible students. In the grades 1-3 reading component, participants receive daily small-group instruction on a pull-out basis.

Parents are regarded as contributing members of their child's instructional team. They meet with the staff at the beginning of the year and review project goals. Information gained by staff during fall home visitations is used to plan training activities for parents. Chapter 1 teachers prepare materials based on each student's instructional needs and train parents in their use. Parents work with their children, both during the training sessions and at home. Regular parent-teacher conferences are conducted, and parental input is used to plan and modify instructional strategies.

Kindergarten children are taught transition patterns in September and become able to move efficiently from one activity to another without pausing for teacher directions. In the grades 1-3 reading component, children proceed immediately to their individual folders when they enter the classroom. Children are made familiar with project goals and taught that all classroom activity should be aimed at achieving them. Home activities with parents further increase instructional time.

Teachers present activities designed to build critical and sequential thinking skills as they prepare students to master reading and language development skills. Equipment, methods, and materials are selected with each child's reading strengths, weaknesses, and learning styles in mind.

Contact: E. Randolph Leist
Princeton City School District
25 West Sharon Avenue
Cincinnati, OH 45246
(513) 771-8560

WILLOUGHBY-EASTLAKE CITY SCHOOLS EASTLAKE, OHIO

Project teachers record and share parent insights with Chapter 1 project director

Evaluation used to improve project
Parent/community involvement
Regular feedback/reinforcement

Public school children in grades 1-5 and nonpublic school children in grades 1-6 participate in the High Intensity Reading Project (HIRP). Reinforcement of classroom reading activities takes place in project resource centers.

The project's impact on student achievement is evaluated each year using the Metropolitan Achievement Test—Survey Battery—Reading. Results are reviewed in relation to project objectives, and evaluation reports are shared at parent meetings. Teachers use evaluation results to develop plans for improved instruction. As a result of evaluation findings, project schools made it a priority to offer services to first graders from the beginning of the school year.

Parents' meetings provide opportunities for Chapter 1 staff to convey information about the project, to address parent concerns, and to provide activities that will reinforce childrens' reading skills at home. At the first meeting of the year, parents suggest topics they would like to explore at future meetings. Each Chapter 1 teacher must compile a list of suggestions made by parents and present it to the project director. Parents complete year-end surveys, volunteer in classrooms, and support their children's involvement in activities such as reading contests and the Young Authors' Program.

Project teachers use positive reinforcement daily during and after each lesson. Reinforcement may be verbal, nonverbal, tangible (e.g., stickers and certificates) or symbolic (e.g., student progress charts). Students also receive corrective feedback during daily lessons, with teachers focusing on positive input. Frequent feedback is provided to classroom teachers and parents.

Contact: Jeffrey K. Hundt
Willoughby-Eastlake City Schools
503 Vegas Drive
Eastlake, OH 44094
(216) 942-9155

INDICATORS OF SUCCESS

☒ Achievement
☐ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

HOBART PUBLIC SCHOOLS
HOBART, OKLAHOMA

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☒ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☒ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☒ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

Migrant program builds basic skills, motivation, and higher-order thinking skills

Appropriate materials, methods, approaches
Closely monitored student progress
Positive climate

A mastery learning approach is used with kindergarten through third grade migrant students at Frances Willard Primary School. Children there receive remedial instruction in reading, mathematics, and oral and written language in the program's resource laboratory.

Instruction consists mainly of structured, teacher-directed activities, and students work at their own pace on tasks designed to meet their educational needs. The teacher diagnoses test errors and evaluates tasks performed—then selects appropriate auditory, visual, and kinesthetic materials to be used for individual instruction. "I Can Do," a motivational instructional strategy, is used to build student self-confidence. The program fosters higher-order thinking skills through activities that develop comprehension and problem-solving skills.

As a student completes a worksheet or activity, an evaluation chart is immediately filled in stating the date completed and the number correct/number possible, written in fractional form. Any comments or observations are also recorded. A Classroom Profile Chart of Skills and Storage System, developed by the Chapter 1 teacher, are also used to track and record student progress. Skills mastered and those in need of review are recorded.

The Chapter 1 staff have an excellent understanding of the migrants' lifestyle and culture, since 67 percent of them come from migrant backgrounds and the others have familiarized themselves with the migratory way of life through reading, travel, and contact with migrant families. Students have a very positive attitude toward the program and are often reluctant to leave the Chapter 1 lab when their class time is over.

Contact: Stephen Boyd
Hobart Public Schools
P.O. Box 899
Hobart, OK 73651
(405) 726-5691

L.E. RADER CENTER
SAND SPRINGS, OKLAHOMA

Institutionalized youth receive basic skills instruction and counseling services

Clear goals and objectives
Parent/community involvement
High expectations for learning/behavior

The L.E. Rader Center is a residential institution for delinquent youth in grades 7-11. Chapter 1 participants receive 40 minutes of remedial reading and mathematics instruction daily, and a Chapter 1 counselor helps project students to understand and practice socially acceptable behaviors.

Chapter 1 goals are: (1) to provide remediation in basic skills, (2) to provide a program and curriculum relevant to identified group and individual needs, (3) to provide opportunities for students to learn and practice decision making skills, (4) to provide successful school experiences, (5) to be an integral component of each student's overall treatment plan, (6) to enhance self-esteem, and (7) to motivate students to change by adopting socially acceptable attitudes and behaviors. Goals are communicated to teachers, parents, students, and community members through meetings, class discussions, and workshops.

Parent and community involvement in the Chapter 1 program is limited due to factors such as distance of the institution from many parents' homes, termination of parental rights, unwillingness of parents to be involved, and reluctance of the community to support students who are perceived as criminal. In instances where parents can and will become involved, they join in meetings with the counselor and their child and are encouraged to foster a positive attitude toward education and prosocial behavior.

High expectations are communicated to students through verbal encouragement, student-teacher contracts for achievement in difficult areas, opportunities for successful educational experiences, and reinforcement of skills to increase confidence and build self-esteem. Behavioral expectations are expressed, explained, and continually reinforced.

Contact: Ronald L. Russell
L.E. Rader Center
Route 4, Box 9
Sand Springs, OK 74063
(918) 245-2541

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☑ 7-9
☑ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☐ Language arts
☒ Other *

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☒ 7-9
☒ 10-12

NUMBER OF STUDENTS

☒ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☒ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

* Self-concept development

SNYDER PUBLIC SCHOOLS
SNYDER, OKLAHOMA

Project leader serves as an advocate for migrant education in the state

Appropriate materials, methods, approaches
Strong leadership
Coordination with other programs

Areas of emphasis of the Snyder Secondary Migrant Education Project are reading, mathematics, and self-concept development. Depending upon level of need, students in grades 7-12 are served via either a pull-out or a replacement model.

Direct instruction is used to introduce the objectives of each lesson, and teachers use questions to assess student understanding. Learning centers provide instructional variety and respond to students' individual learning styles, while peer tutoring reinforces reading skills. In mathematics, mastery learning techniques and reteaching are used for concepts not previously mastered. The secondary teacher offers computer literacy skills and has students use programs she has written which emphasize sequencing, summarizing, evaluating, and organizing information.

The project director is also the district curriculum director and functions as an instructional leader, as opposed to serving strictly as a manager. As president of the Oklahoma State Parent Advisory Council, she has been an advocate for post-secondary opportunities for migrant students in the state. The director has also successfully support policy changes benefitting migrant education and has been active in developing programs for migrant students.

Coordination with the regular school program is achieved through activities that reinforce regular program goals. Regular and Chapter 1 teachers share lesson plans, a practice that enables reading teachers to plan and coordinate instruction. Teachers submit lesson plans to the principal, who conducts bimonthly meetings involving regular, Chapter 1, and special education staff.

Contact: Keith Stone
Snyder Public Schools
P.O. Box 368
Snyder, OK 73566
(405) 569-2773

BETHEL SCHOOL DISTRICT
EUGENE, OREGON

Secondary tutorial project keeps at-risk youth in school

High expectations for learning/behavior
Positive climate
Coordination with other programs

Students at risk of dropping out of high school receive tutorial services in Willamette High School's Chapter 1 project. Classes of ten students receive 50 minutes of assistance each day.

Participating students receive a great deal of encouragement and support to involve themselves in Chapter 1 and schoolwide activities. Once a pattern of success has been established, students are encouraged to enroll in elective courses which can provide skill development beyond current expectations. Some Chapter 1 students participate in the night school program receiving more individualized attention and encountering the special challenges of an alternative environment. Project staff use written and verbal commendations, home contacts, and other reinforcement techniques to communicate high expectations to students.

In its ten-year history the project has developed a reputation for quality and success, which often leads parents and students to request participation. Much staff time is spent in developing personal relationships with students, reinforcing strengths, and discouraging negative self-images and behaviors. Self-discipline and purposeful work habits are nurtured.

Planning and coordination of subject and skills instruction are daily processes which occur before and after school hours, during preparation periods, and at lunch breaks. Chapter 1 staff also participate in schoolwide committees concerned with at-risk youth, and the project serves as a liaison for other building programs which serve at-risk populations.

Contact: Dina Ellis
Willamette High School
1801 Echo Hollow Road
Eugene, OR 97402
(503) 689-0731

INDICATORS OF SUCCESS

- ☒ Achievement
- ☐ Sustained gains
- ☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☐ Reading
- ☐ Math
- ☐ Language arts
- ☒ Other *

GRADE LEVEL

- ☐ Preschool
- ☐ K-3
- ☐ 4-6
- ☒ 7-9
- ☒ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☒ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☒ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☐ $500 to $999
- ☒ $1000 or more

* Tutoring

HOOD RIVER COUNTY SCHOOL DISTRICT
HOOD RIVER, OREGON

Project teachers increase skills through varied professional development activities

Parent/community involvement
Professional development/training
Maximum academic learning time

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☑ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☑ $1000 or more

Groups of five or fewer students receive pull-out instruction in reading in Hood River's project. Student in grades K-5 are served.

The district requires three-person parent committees at each building where the project operates. Parents also support the program by volunteering to work with individual students, and parent volunteers operate a summer library book check-out. A parent/community tutoring program is being considered, and a "parent trainer" component is under development.

The district's regular and Chapter 1 language arts teachers recently began a chapter of the International Reading Association to further their professional development. Chapter 1 teachers also attend two full-day district inservice sessions annually. The district arranges for an early release once each month specifically for staff development, and Chapter 1 teachers attend all language arts sessions. In addition, the district pays for up to six hours of college credit annually for each teacher. Chapter 1 teachers receive a travel allocation to attend one meeting outside the district each year, and the district is always represented at the annual state Chapter 1 conference.

Classes are scheduled so that project students do not miss basic skills instruction in their regular classrooms. Chapter 1 teachers monitor students' classroom activities, engage in interactive instructional activities with them, and use brisk instructional pacing to keep students on task and ensure successful learning. Project teachers also frequently use study materials and homework assignments to increase instructional time and reinforce comprehension.

Contact: Charles W. Bugge
Hood River County School District
P.O. Box 920
Hood River, OR 97031
(503) 386-2511

PENDLETON SCHOOL DISTRICT 16-R PENDLETON, OREGON

Computerized system helps track student progress

Closely monitored student progress
Parent/community involvement
Regular feedback/reinforcement

Remedial reading instruction is provided to students in grades 1-6 and in grades 10-12 through a pull-out model. Participants receive 30-40 minutes of direct instruction each day.

All building principals, classroom teachers, and Chapter 1 reading specialists receive a spreadsheet each fall with their assigned students' cumulative data. Skills taught in the program are sequential and leveled; as each set of skills is mastered, a criterion-referenced test is administered to determine retention. All diagnostic and achievement tests are scanned and processed using a microcomputer. Test results are printed and distributed quickly. Chapter 1 specialists maintain notebooks with sections for test results, placements, goals, objectives, skills, staff and parent communications, inservice training, inventories, and regulations.

Chapter 1 parents join other parents in such activities as the district's Volunteer Reading Labs, the Foster Grandparents Program, and Parent Volunteers in the Classroom Program. Currently under development is a parenting program. Parents and community members visit the Chapter 1 classroom and complete observation forms. Parents are encouraged to read and listen to their children read from a list of books prepared by Chapter 1 specialists. Parents are also actively involved in school open houses.

Specialists record reading-rate improvement and total correct responses for each student during each lesson, and this information is shared with students. Five consecutive days of improvement are rewarded with a "Good News Card."

Contact: Donald G. Ulrey
Pendleton School District 16-R
1207 S.W. Frazer Avenue
Pendleton, OR 97801
(503) 276-6711

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☒ 7-9
☒ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☒ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

PORTLAND SCHOOL DISTRICT #1
PORTLAND, OREGON

One-school project focuses on basic skills, positive behavior, high expectations, and guidance activities

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☑ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

Clear goals and objectives
Appropriate materials, methods, approaches
Positive climate

The Applied Basic Skills Learning Environment (ABLE) project at Clarendon School provides a complete remedial program for children in grades 3-4. The project is based on effective teaching research and provides reading, mathematics, and language arts instruction in both the regular classroom and the Chapter 1 laboratory.

The overall project goal is for each participating child to achieve grade level in all basic skill areas by the end of the fourth grade or before. Using the district skills continuums in language arts and mathemathics, project teachers identify all skills children need to know and analyze these to determine the subskills or proper sequence of instruction for each. Monthly instructional goals are set and serve as the basis for weekly and daily planning by classroom and Chapter 1 teachers. Participating students are made aware of each week's and each month's learning goals.

In the project's Consultative Instructional Team model, teams made up of classroom teachers, Chapter 1 teachers, and aides plan and conduct instruction. The project also includes a Prescriptive Learning Lab (PLL) Component. PLL is a commercial, skill-based program that uses computer assisted instruction along with skill books, audiovisual materials, and direct group and individual instruction.

The project management system includes high expectations, a positive behavior plan, and a guidance plan. Classrooms are structured to facilitate positive academic and social behaviors using praise and rewards. Children learn problem solving, decision making, and acceptance of responsibility through the project guidance plan.

Contact: S. Kelly or S. Knutsen
Clarendon School
9325 North Van Houton
Portland, OR 97203
(503) 280-6210

GREATER NANTICOKE AREA SCHOOL DISTRICT NANTICOKE, PENNSYLVANIA

Supervision contributes strongly to program success

Strong leadership
Evaluation used to improve project
Parent/community involvement

With a class size of eight students, the Chapter 1 reading program provides pull-out instruction to children in grades 1-6 for 30-35 minutes each day. The program is staffed by a supervisor and six reading specialists.

Ninety percent of the supervisor's time is expended in coordinating the program and supervising the staff. The supervisor fosters collegiality and team participation, organizes program requirement information so teachers spend only minimum amounts of time on nonteaching tasks, supports and organizes staff development activities, monitors classes, supervises and evaluates teachers, and allows teachers freedom to develop and use their own instructional strategies with students. Building principals maintain orderly, structured environments, include Chapter 1 teachers as full faculty members, and use Chapter 1 staff as resource people for building and district reading programs.

The program is evaluated through analysis of pre/post test assessments, sustained effects measures, on-site evaluations and audits, and comprehensive needs assessments. Evaluation results have led to setting up reading curriculum committees, changing the focus of staff development activities so that more time is spent addressing the quality of teaching and learning, and changing to a holistic program that incorporates all the language arts and focuses on comprehension and thinking skills.

Parents are taught how to use instructional materials with their children and then borrow these materials from the program resource library. Teachers send home additional supplementary materials for parent-child use. Parents confer with program teachers regularly and receive program mailings.

Contact: Elaine Clark
Kennedy Elementary School
Kosciuscko Street
Nanticoke, PA 18634
(717) 735-2427

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

MT. CARMEL AREA SCHOOL DISTRICT MT. CARMEL, PENNSYLVANIA

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☒ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☒ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

Elementary project aims at raising student achievement and increasing voluntary reading

Clear goals and objectives
Coordination with other programs
Positive climate

The average teacher-student ratio in the reading project is one to three and is never greater than one to five. Students in grades 2-6 receive supplemental instruction for at least 90 minutes per week in pull-out classes.

Cognitive goals have to do with producing pre/post test improvements in children's vocabulary and comprehension scores on the Gates MacGinitie Reading Test. Specifically, goals are that: (1) 60 percent will gain one year or more for nine months of service, (2) 20 percent will gain .6 to .9 years, (3) 10 percent will gain .3 to .5 years, and (4) 10 percent will gain less than .3 years. Additional goals are also specific and measurable and have to do with increasing the number of books students read voluntarily.

Chapter 1 staff join with other district reading staff to plan districtwide reading instruction. Chapter 1 and classroom teachers communicate informally on a daily basis. Liaison papers are made available to classroom teachers and Chapter 1 staff to list skills in which students are deficient. After-school planning periods allow for additional meetings between Chapter 1 and regular teachers. Chapter 1 teachers and aides develop learning center games and other materials for project children to use to reinforce skills taught by regular classroom teachers.

Staff state that the project's most important aspect is its warm, positive classroom atmosphere. Teachers and aides give students individual attention, break down tasks into attainable goals so that students experience success, and display students' work to foster a sense of pride in the projects they have completed.

Contact: Donna Greco
Mt. Carmel Area School District
124 South Market Street
Mount Carmel, PA 17851
(717) 339-2222 or 3031

RIDLEY SCHOOL DISTRICT
FOLSOM, PENNSYLVANIA

Chapter 1 and classroom teachers collaboratively schedule Chapter 1 classes

Maximum academic learning time
Closely monitored student progress
Evaluation used to improve project

Second through sixth graders receive supplemental mathematics instruction in pull-out classes. Classroom teachers elect time slots for Chapter 1 instruction from three or four alternative times presented to them by Chapter 1 teachers. This reduces disruption in the regular classroom schedule.

In a recent time-on-task study, it was determined that 85-90 percent of Chapter 1 time is spent on task. Teacher-aide planning sessions ensure that organizational details will be worked out before lesson times. In addition, folders are kept for each child for drill activities, so that children can work independently at the beginning of class. The cooperative scheduling conducted by Chapter 1 and regular teachers also helps to maximize learning time.

For each student a Math Diagnostic Prescription is written on the basis of initial testing. If the child fails to make estimated gains by the fourth week of instruction, staff review and rework instructional plans. Other procedures for monitoring student progress include review of standardized test results, math levels, competency skill tests, psychological reports, parent letters, classroom teacher comments, attendance records, evaluation study reports, and additional testing. A comprehensive folder is kept for each student.

Project changes made in response to annual evaluation findings include dropping instruction in the first grade and limiting it to grades 2-6, increasing the number of Chapter 1 teachers teaching mathematics, and expanding the use of teacher-made materials.

Contact: John M. Fanning
Ridley School District
1001 Morton Avenue
Folsom, PA 19033
(215) 534-1900

INDICATORS OF SUCCESS

- ☑ Achievement
- ☑ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☐ Reading
- ☑ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☑ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☑ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND

Chapter 1 and regular English teachers team teach classic literature course

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☑ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☑ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

Appropriate materials, methods, approaches
Regular feedback/reinforcement
Clear goals and objectives

Project CLASS (Classic Literature for All Secondary Students) is designed to improve the basic skills performance and attitudes toward learning of students in grades 10-12 at Cranston High School East. An in-class, team-teaching model is used.

Instead of using low readability materials, as many Chapter 1 projects do, CLASS employs the quality literature used in mainstream high school English programs. The Chapter 1 teacher and English teacher integrate the content of literature and reading/study skills into regular classroom learning. The Chapter 1 teacher reinforces reading skills that allow the students to learn the subject matter successfully. Students learn organizational skills by maintaining a notebook, and teachers focus on note taking skills for lecture and textbook study.

Students have periodic conferences with both their English and Chapter 1 teachers, at which they receive feedback about their progress. These conferences are conducted formally (before report cards go out) and informally throughout the year. Parents receive information about their children's progress at School Advisory Council meetings held twice a year. In addition, students complete self-evaluations, which are reviewed with their English and Chapter 1 teachers and then placed on file.

Project goals are to provide: (1) in-class corrective instruction to help students master basic reading skills, (2) assistance in study skills, (3) a structured, highly motivating learning environment, (4) supportive reading assistance as needed to help students succeed with classic literature, and (5) writing process instruction.

Contact: Nina J. Laurenzo
Cranston Public Schools
845 Park Avenue
Cranston, RI 02910
(401) 785-0400

PAWTUCKET SCHOOL DEPARTMENT
PAWTUCKET, RHODE ISLAND

Paraprofessional aides instruct preschoolers and their parents

Coordination with other programs
Professional development
Evaluation used to improve project

ALPHA is a home-based intervention project for three and four year-olds and their parents. Trained paraprofessionals visit the homes of project children at least once a week to engage in creative play and interactive learning activities with them. Parents also learn how to interact with their children using selected project toys and continue project activities with children throughout the week.

A survey was conducted to determine the readiness skills essential for a five-year old to succeed in the district's kindergarten program, and project objectives were devised from these. Records are kept on each child and are delivered to the kindergarten teacher before the child enters kindergarten.

Training for the project includes Preservice/Inservice activities divided into 10 sessions of approximately three hours each. Training sessions are concerned with child development, ways children learn, teaching techniques, the value of creative toys, children's literature, forms and recordkeeping, and observational skills.

The ALPHA program is evaluated each year by the Center for Evaluation and Research of Rhode Island College, which administers various instruments and has developed an instrument to assess characteristics of the home that could be affected by the program. Evaluations have led to improvements in the tests and instruments used and revision of selection criteria for project participants.

Contact: Henry F. Cote
Pawtucket School Department
School Administration Building — Park Place
Pawtucket, RI 02860
(401) 728-2120

INDICATORS OF SUCCESS

☐ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☐ Language arts
☑ Other *

GRADE LEVEL

☑ Preschool
☐ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☑ $1000 or more

* School Readiness

WEST WARWICK SCHOOL DEPARTMENT
WEST WARWICK, RHODE ISLAND

Kindergarteners and "transition-one" students receive Chapter 1 instruction in regular classes

Evaluation used to improve project
Coordination with other programs
Appropriate materials, methods, approaches

The Chapter 1 project at Miriam A. Duffy School serves kindergarteners and "transition-one" children (those first graders most in need of additional help to master all of the prerequisite kindergarten skills).

Analysis of yearly evaluation results has led to creation of the present program structure, in which students are instructed in their regular classrooms, and teachers use a hands-on/discovery approach. In addition, evaluation findings were used to formulate the present arrangements for service delivery: all of the school's four kindergarten classes and one of the two transition-one classes receive Chapter 1 services.

After whole-class instruction by the kindergarten teacher, the Chapter 1 teacher joins the class for modality center time. Instructional methods and activities are geared to each child's developmental readiness level, with high risk students receiving more individual attention and experiencing greater amounts of time-on-task. In the transition-one classroom the Chapter 1 teacher again reinforces what has been taught by the regular classroom teacher. By teaching in the same classroom, the Chapter 1 and regular teachers have daily opportunities to coordinate instruction.

The nationally validated Early Prevention of School Failure (EPSF) program is used for kindergarten, with students receiving systematic modality instruction in language, auditory, visual, and fine-motor skills. In both kindergarten and transition-one, concrete activities are used until students are developmentally ready for semi-concrete ones. Student progress is monitored daily.

Contact: Elaine J. Ruggleri
John F. Deering Jr. High School
Webster Knight Road
West Warwick, RI 02893
(401) 822-0690

INDICATORS OF SUCCESS

☒ Achievement
☐ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☒ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☒ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

ABERDEEN SCHOOL DISTRICT 6-1
ABERDEEN, SOUTH DAKOTA

Student achievement and behavior accomplishments are recognized in elementary reading project

Appropriate materials, methods, approaches
Excellence recognized/rewarded
Strong leadership

Twenty to thirty minutes of daily reading instruction are provided to children in grades K-6. Kindergarten children receive in-class instruction, while those in grades 1-6 attend pull-out classes.

The nationally validated Early Prevention of School Failure (EPSF) program is used with kindergarten children. Screening activities are followed by the presentation of readiness skills in the language, motor, listening, and discrimination areas. First through sixth graders receive small-group instruction, scheduled so as not to interfere with core academic instruction in the regular classroom. Some Chapter 1 instruction takes place before or after school, when scheduling concerns or parent requests warrant such arrangements.

When specific goals are met, Chapter 1 students are given certificates at all-school assemblies. Student achievement and behavior are documented each day, and points are given for: (1) arriving on time, (2) attending to task, (3) completing work, (4) behaving well, and (5) returning to class. If a specified number of points is attained, students earn an end-of-year party. A graduation certificate of achievement is provided to each student when he or she completes all of the goals listed on the Individual Reading Plan.

Principals ensure that Chapter 1 teachers are an integral and accepted part of the educational structure. They evaluate and provide feedback to Chapter 1 staff, provide release time for staff development activities, assist with planning and scheduling, and promote the project in the school and community. The project director meets weekly with the superintendent and principals and bimonthly with the school board to share information and discuss project concerns.

Contact: Victoria Wiegand
Aberdeen School District 6-1
201 Third Avenue S.E.
Aberdeen, SD 57401
(605) 225-5733

INDICATORS OF SUCCESS

- ☒ Achievement
- ☒ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☒ Reading
- ☐ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☒ K-3
- ☒ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☒ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☒ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☒ $500 to $999
- ☐ $1000 or more

INDICATORS OF SUCCESS

☒ Achievement
☐ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☒ 500-2500
☐ More than 2500

SETTING

☐ Rural
☒ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☒ Up to $499
☐ $500 to $999
☐ $1000 or more

CARBON COUNTY SCHOOL DISTRICT PRICE, UTAH

Chapter 1 and state-funded aides help students strengthen math and reading skills

Appropriate materials, methods, approaches
Closely monitored student progress
Professional development

In the Chapter 1 Student-Aide Program, aides tutor children in grades 1-6 in reading and mathematics. The aides work with students in their regular classrooms or at aide stations, under the direction of classroom teachers. The project is supported by a combination of state and Chapter 1 funding.

Program aides use a locally designed mastery learning mathematics program with Chapter 1 students. As students work toward attaining 80 percent or greater mastery of each objective on the year's continuum, they receive Chapter 1 assistance according to their level of need. Reading program activities include oral reading from basal or trade books, vocabulary building games, phonics drills, partner reading, and others. Materials for prerequisite skills come from the unit in which the objective was originally taught, corrective materials come from the current unit, and aides supplement both prerequisite and corrective instruction with ideas and manipulatives from their files.

In math, the aides record dates of practice and mastery of objectives on unit record charts. In reading, teachers and aides ensure that students are working at their appropriate levels and that they are completing steps of the program at a prescribed pace. Whenever students fail to progress, teachers and aides take action to enable them to experience success.

The Chapter 1 coordinator attends instructional training workshops to increase skills in instruction, observation, and supervision. Aides attend eight inservice sessions annually on such topics as math principles and practice techniques, reinforcement theory, visual aids development, critical reading strategies, and retention.

Contact: Judy Mainord or Robert Hanson
Carbon County School District
65 East 400 North
Price, UT 84501
(801) 637-1732

MURRAY SCHOOL DISTRICT
MURRAY, UTAH

Students are referred for Chapter 1 services on an as-needed basis throughout the year

Appropriate materials, methods, approaches
High expectations for learning/behavior
Coordination with other programs

Two teachers and 20 aides staff the Achieving Instructional Mastery (AIM) program, which serves students in grades 1-6 in reading and mathematics. All instruction takes place in regular classrooms.

The program is totally outcome based; that is, students are referred for Chapter 1 service on a day-by-day and week-by-week basis, rather than annually. Thus, any child in the classroom may become eligible for Chapter 1 help at any time. However, once a child demonstrates mastery of the skill in which he or she was deficient, the usual mode of instruction continues. Materials that Chapter 1 aides use with children are the same as those employed in the regular program, although Chapter 1 instructional methodologies are more individualized. This enables skill-deficient children to learn to use skills confidently and without supervision.

Because they receive supplementary instruction from Chapter 1 staff on an as-needed basis rather than for the entire year, they are not labeled or referred to as Chapter 1 students. As part of their training in effective schooling methods, teachers learn to express positive expectations, to encourage students, and to praise performance and effort.

Regular classroom teachers provide initial instruction, measure student performance, and reteach those students who require additional help. Students who still do not achieve mastery receive supplementary instruction from Chapter 1 aides, using materials and methods recommended by the classroom teacher. For each student, records of required mastery level, teaching methods, and student scores are kept.

Contact: Janice H. Dunoskovic
Murray School District
147 East 5065 South
Murray, UT 84107
(801) 264-7400

INDICATORS OF SUCCESS

- ☑ Achievement
- ☐ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☑ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☑ K-3
- ☑ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☑ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☑ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☑ Up to $499
- ☐ $500 to $999
- ☐ $1000 or more

FRANKLIN WEST SUPERVISORY UNION ST. ALBANS, VERMONT

Principal's advocacy led to allocation of local funds to extend Chapter 1 services

Coordination with other programs
Maximum academic learning time
Strong leadership

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☑ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

The Reading Improvement Program for second and third graders operates with 60 percent Chapter 1 funding and 40 percent local district funding at Georgia Elementary School. An in-class delivery model is used.

Curriculum content is the same for both the regular and Chapter 1 programs, and because of the in-class delivery model, coordination of programs happens in the natural course of daily instruction. The Chapter 1 teacher is responsible for introduction of new vocabulary words, oral reading for diagnosis, and teaching strategies that prevent comprehension loss during reading. The regular classroom teacher concentrates on reviewing word recognition skills, using words in context, and helping students to answer comprehension questions.

Classes meet every day for 25 minutes, and students engage in intense, fast-paced, teacher-directed instruction in word recognition, comprehension, and fluency. The project is fully operational by the second week of school and continues to provide services until the last 10 days of the academic year. Using an in-class instructional model further maximizes learning time.

The principal requires that Chapter 1 instruction begin early and end late in the school year. He also allows and encourages Chapter 1 staff to conduct research on oral reading errors and to experiment with different grouping strategies. In addition, the principal makes a priority of allocating funds for program materials. He further expects the Chapter 1 teacher to attend workshops and take additional academic courses. When Chapter 1 allocation began to decline, the principal sought additional local funding, which was approved by the school board.

Contact: Louis D. Welna
Georgia Elementary School
RFD #2
St. Albans, VT 05478
(802) 524-6358

BUCHANAN COUNTY PUBLIC SCHOOLS GRUNDY, VIRGINIA

Geographically isolated elementary students learn reading skills using locally developed program

Parent/community involvement
Appropriate materials, methods, approaches
Closely monitored student progress

Eligible students in grades 2-6 participate in CHAPTER 1 IN SPACE (CHAPTER 1 Instruction and Student Progress Accelerated by Computer Education). Supplemental reading instruction is provided using the locally developed Buchanan County Criterion Referenced Reading Program.

Parents and community members helped to develop the reading program by assisting in the specification of goals and objectives, test items, and instructional plans. They also helped write stories about the local environment for use in the program and set up laboratory activities, host the Chapter 1 Open House, speak at PTA meetings, participate in the Parent Advisory Committee (PAC), and contribute to the project newsletter. Parents visit the program, borrow materials from parent resource centers, and assist their children at home. Parents also participate in Chapter 1 staff development activities.

Because Buchanan County is isolated in the Appalachian Mountains, many students lack exposure to towns, cities, oceans, escalators, and other terms used in conventional materials and tests. This was the motivating force for developing a local criterion-referenced program. Learning centers and computers are used in the Chapter 1 program, with each learning center identified by a space theme—e.g., a display of the solar system, Cabbage Patch astronaut doll, etc.

A folder is maintained for each child containing needs assessment data, SRA, pre/post test data, CRT diagnostic data, IEP, periodic student work, and regular classroom lesson plans. The teacher and aide maintain a class profile indicating skills diagnosed and mastered. CRT unit tests determine mastery after each skill lesson.

Contact: Paul E. Hatfield
Buchanan County Public Schools
P.O. Box 833
Grundy, VA 24614
(703) 935-4551

INDICATORS OF SUCCESS

- ☒ Achievement
- ☒ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☒ Reading
- ☐ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☒ K-3
- ☒ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☐ 100-499
- ☒ 500-2500
- ☐ More than 2500

SETTING

- ☒ Rural
- ☐ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☒ $500 to $999
- ☐ $1000 or more

DANVILLE CITY PUBLIC SCHOOLS
DANVILLE, VIRGINIA

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☒ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

Elementary project has instructional components for both students and parents

Parent/community involvement
Strong leadership
Coordination with other programs

Reading: The Road to Success is a supplementary reinforcement/enrichment program in reading and related language arts for students in grades 1-4. Participants receive 45 minutes of direct instruction each day in groups of nine.

Parents participate in the Parent Advisory Council (PAC), providing input into program operation. Parents also support the district's homework policy by monitoring and encouraging their children to complete homework assignments. In the Home-School Connection, parents attend classes that focus on supporting their children's learning. In the classes, parents are involved in many of the activities used in teaching skills to their children and receive a "home recipe" suggesting ways to work with their children at home.

Several years ago, recognizing that the Chapter 1 program was not as effective as it might be, district and building administrators undertook to improve these services. A new coordinator was hired, and building principals worked with this individual to improve the delivery of services in participating schools. Principals serve as instructional leaders, conduct assessments, plan and conduct inservice, and evaluate staff. The project coordinator works directly with principals and teachers on instructional strategies, materials, and use of assessment results.

Coordination is facilitated by the project coordinator's double role of managing the Chapter 1 program and coordinating elementary education in the district. Program materials supplement the district's basal series, and program personnel are integral members of their school staffs.

Contact: Nancy V. Ingram
Danville Public Schools
P.O. Box 9600
Danville, VA 24543
(804) 799-6434

ROANOKE CITY PUBLIC SCHOOLS
ROANOKE, VIRGINIA

Project emphasizes staff development and effective time use

Evaluation used to improve project
Maximum academic learning time
Professional development/training

Project Second Step delivers supplementary reading and mathematics instruction to students in grades 1-9. Students are pulled from their regular classrooms each day and receive 30-45 minutes of individualized and small-group instruction. The project also operates a five-week summer program.

The project is evaluated through pre- and post-test scores on standardized achievement tests; assessments of learning modality (to identify each student's most effective mode of learning); and coordination activities among Chapter 1 resource teachers, regular teachers, and instructional aides. Recent evaluation outcomes were used as the basis for planning staff inservice to emphasize development of instructional strategies around learning styles and varied abilities and to focus on time-on-task.

Teachers make use of established rules and routines, using assertive discipline and formal lesson plans. These arrangements promote effective time use. In addition, a recent Academic Learning Time study conducted by the regional Technical Assistance Center indicates that the project's rate of time-on-task—80 percent—is quite high. Chapter 1 instruction is scheduled so that students do not miss the introduction of new material. Student participation in schoolwide projects extends their learning time, as does participation in the summer program.

Chapter 1 staff participate in inservice activities on topics such as testing and assessment instrument use, teaching strategies, learning modalities, and reading and mathematics learning centers. Project teachers have participted in a Reading Through the Arts course.

Contact: Dolores Y. Johns
Roanoke City Public Schools
P.O. Box 13145
Roanoke, VA 24031
(703) 981-2957

INDICATORS OF SUCCESS

- ☒ Achievement
- ☒ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☒ Reading
- ☒ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☒ K-3
- ☒ 4-6
- ☒ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☐ 100-499
- ☒ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ☒ Urban

PER PUPIL COST

- ☐ Up to $499
- ☒ $500 to $999
- ☐ $1000 or more

BREMERTON SCHOOL DISTRICT
BREMERTON, WASHINGTON

State and Chapter 1 resources support reading and language arts program

Appropriate materials, methods, approaches
Positive climate
Evaluation used to improve project

Ninth graders at Bremerton High School who demonstrate need receive instruction through the Basic Reading and Language Arts programs. Students are clustered for instruction in a regular classroom taught by a district-paid teacher, who has a low student-teacher ratio. Aide time, computers, specialized materials, and intensified staff training are made available by Chapter 1 resources.

The reading class works from a lecture format, followed by individual help. Students are scheduled into open-enrollment reading labs. The language arts class works on a rotational, weekly program schedule, with students working as part of a designated table group. During the week each table completes a remedial spelling program unit and uses the computerized writing program under the supervision of the Chapter 1 instructional aide. The project emphasizes study skills.

Rules and expectations are discussed the first day and are consistently followed throughout the year. Students assume responsibility for their behavior and learn self-management skills. Program classrooms have a caring but businesslike atmosphere, and students are given frequent verbal and written reinforcement.

Yearly management plans govern project operations, and the project is evaluated annually. Changes instituted in response to evaluation findings include revision of the student selection process and better integration of study skills into the program.

Contact: Clarajane Goux
Bremerton School District
300 North Montgomery
Bremerton, WA 98312
(206) 478-5135

INDICATORS OF SUCCESS

- ☑ Achievement
- ☐ Sustained gains
- ☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☐ Math
- ☑ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ☐ K-3
- ☐ 4-6
- ☑ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☑ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ☑ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more

KENNEWICK SCHOOL DISTRICT #17
KENNEWICK, WASHINGTON

Four components comprise elementary reading and language arts project

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

The four major areas of emphasis in the Kennewick Chapter 1 project are: (1) the Alternate Day Chapter 1 Kindergarten, (2) reading intervention in grades 1-2, (3) remedial reading in grades 3-5, and (4) remedial reading in grades 6-8.

Program coordination utilizes a learning team at each project school made up of the Chapter 1 teacher, regular classroom teachers, the principal, the reading specialist, and the school psychologist. The team shares assessment and other information and plans programs for each student. Chapter 1 and regular teachers conduct ongoing coordination, planning, and discussion.

Parents participate in the project's fall open house and orientation, parent-teacher conferences, workshops, and special projects such as "Read with Your Child." The Parents Involved in Public Education (PIPE) program makes instructional materials available for parents to use with their children. Parent volunteers are trained to monitor each Chapter 1 site using state guidelines. Districtwide parent meetings are held annually.

In the kindergarten component, Primary Interventionists provide small-group instruction two extra afternoons per week in language development, reading readiness, and basic skill development. The grades 1-2 component offers daily small-group instruction in language and reading skills. In the grades 3-5 component, remedial reading and computer lab activities are provided. Individual and small-group instruction are given in grades 6-8.

Contact: Vicki J. Gregorich
Kennewick School District #17
200 South Dayton Street
Kennewick, WA 99336
(509) 582-1216

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☐ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☒ K-3
☒ 4-6
☒ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☒ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

KENT SCHOOL DISTRICT #415
KENT, WASHINGTON

Math specialists and instructional aides staff elementary remedial program

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☑ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☑ Up to $499
☐ $500 to $999
☐ $1000 or more

Clear goals and objectives
Professional development/training
Regular feedback/reinforcement

Children in grades 2-6 receive supplemental instruction in the Mathematics Skills Development project. Depending on the school, an in-class model or limited pull-out model is used. Instructional aides implement the program under the supervision of mathematics specialists and in close cooperation with classroom teachers.

Like the districtwide mathematics program, the Chapter 1 project is designed to enable students to become successful problem solvers. Instruction stresses the importance of problem solving, teaches further mathematical understanding through concrete materials and real-life applications of mathematics, and supports the goals of the district program. The project's measurable objective is to enable participants to make an average gain of 10 NCE's in eight months as measured by the total mathematics test battery of a recognized standardized test.

At the beginning of the school year, three days are devoted to training instructional aides, and aides who are new to the project receive an additional three days of training. Monthly inservice meetings are provided throughout the year, and math specialists offer weekly training in their individual planning sessions with aides. Aides visit one another's classes to observe and learn.

Students receive immediate feedback on their progress, accomplishments, attitudes, and efforts. Desirable behavior and performance are continuously reinforced. Stars, stickers, certificates, and special activities are used to reward progress. Students keep individual record sheets of academic progress.

Contact: Jerry E. Brownell
Kent School District #415
12033 S.E. 256th
Kent, WA 98031
(206) 859-7266

HARTFORD UNION HIGH SCHOOL
HARTFORD, WISCONSIN

Secondary students receive content area help in CASH program

Appropriate materials, methods, approaches
Parent/community involvement
High expectations for learning/behavior

In the Content Area Study Help (CASH) program at Hartford Union High School, students receive tutoring to help them succeed in their content area classes. Students attend CASH classes two to three times a week during their study halls.

Teachers and paraprofessionals provide assistance in English, health, history, science, and mathematics. The CASH classroom is organized informally, with areas established for individual and small-group instruction. Every Friday, the CASH staff confer with content area teachers to determine concepts, vocabulary, and skills that will be taught during the upcoming week. Structural overviews, semantic maps, and strategies are developed to help students understand vocabulary and improve comprehension.

Parents attend an orientation at the beginning of the year and participate in Parent Advisory Council (PAC) activities. Parents, community members, teachers, and students are involved in the annual needs assessment. Parents also participate in conferences with Chapter 1 teachers. Materials are made available to help parents support their children's content area learning.

Project staff encourage students to attend school regularly, move to higher levels in their content studies, and become involved in school activities with their peers. Staff document and emphasize the accomplishments of each student. Every week, Chapter 1 teachers review journals describing students' activities, progress, and successes with classroom teachers. This produces additional positive feedback and builds student self-esteem and motivation.

Contact: Delores M. Rettler
Hartford Union High School
805 South Cedar Street
Hartford, WI 53207
(414) 673-5200, ext. 225

INDICATORS OF SUCCESS

☑ Achievement
☐ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☑ Language arts
☑ Other *

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☑ 7-9
☑ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☑ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

* Health, history, science

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☒ Language arts
☐ Other

GRADE LEVEL

☒ Preschool
☒ K-3
☒ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☐ 100-499
☐ 500-2500
☒ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☒ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☒ $1000 or more

MILWAUKEE PUBLIC SCHOOLS
MILWAUKEE, WISCONSIN

Project RISE communicates high learning expectations for all students

High expectations for learning/behavior
Parent/community involvement
Closely monitored student progress

Following the court-ordered desegregation of the Milwaukee Public Schools in the 1970s, 18 elementary schools remained predominantly minority, with most students coming from low-income families. Rising to Individual Scholastic Excellence (Project RISE) was adopted to eliminate the pattern of low achievement among minority students attending these schools. Prekindergarten children through sixth graders participate.

Project RISE is based on the belief that all students can learn regardless of their past academic performance, family background, socioeconomic status, race, or gender. Project staff hold high standards for learning and encourage students to attain these. Each project school has developed a guide that specifies students' rights and responsibilities, as well as the school's disciplinary policies. Methods have also been developed to recognize and reinforce academic and behavioral excellence.

Approximately 25 percent of the parents of project students participate on school advisory committees, assisting with the development and modification of project plans. Sixty percent or so are involved in the support, implementation, and evaluation of the plans. Parents support students' completion of homework; participate in tutoring; engage in programs to enhance student self-esteem, and volunteer in classrooms, in the library, and on field trips.

Observation, teacher-designed tests, other tests, and reviews of student products enable teachers to monitor student progress. Various recordkeeping procedures—e.g., checklists and monitoring and pacing charts—are used to keep track of students' learning. Staff use norm-referenced test results for project planning.

Contact: Albert P. Cooper, Sr.
Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, WI 53201
(414) 475-8720

PEWAUKEE PUBLIC SCHOOLS
PEWAUKEE, WISCONSIN

Middle school program includes strong motivational components

Excellence recognized/rewarded
Appropriate materials, methods, approaches
Positive climate

Pewaukee Middle School students in grades 7 and 8 receive reading, language arts, and mathematics instruction and support for developing study skills through Project Learn. In this pull-out program, students attend classes on a rotating schedule, which reduces the number of times they miss any one class.

Student accomplishments are encouraged and recognized through several motivational components—the P.L. (for Project Learn) Honor Roll, P.L. High Honor Roll, and the P.L. Club. In the P.L. Club, students earn points for accomplishments in the Chapter 1 class and other classes. These points can be redeemed for activities such as lunches and outdoor functions. Students who qualify are taken on a tour of downtown Milwaukee at the end of the year. Students also receive achievement awards at the annual Awards Day ceremony.

Modeling is an essential part of instruction in the program, with the Madeline Hunter lesson design as the basis. For English, regular class writing assignments are the springboard to teacher-made activities emphasizing writing and study-skill acquisition. A mastery learning approach is used for mathematics, and computers are employed extensively.

A positive climate is maintained through comfortable student-teacher rapport and through such motivational elements as the "Good Work Board" and the P.L. Print Shop, in which students make and sell personalized cards, signs, and banners created on the computer. The project provides many opportunities for students to take responsibility for their learning and behavior and to experience success.

Contact: Ronald Feuerstein
Pewaukee Public Schools
510 Lake Street
Pewaukee, WI 53072
(414) 691-2100

INDICATORS OF SUCCESS

☒ Achievement
☒ Sustained gains
☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☒ Reading
☒ Math
☒ Language arts
☒ Other *

GRADE LEVEL

☐ Preschool
☐ K-3
☐ 4-6
☒ 7-9
☐ 10-12

NUMBER OF STUDENTS

☒ Fewer than 100
☐ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☒ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☒ $500 to $999
☐ $1000 or more

* Study Skills

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☑ Reading
☑ Math
☐ Language arts
☐ Other

GRADE LEVEL

☐ Preschool
☑ K-3
☐ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☐ Rural
☐ Small town
☐ Suburban
☑ Urban

PER PUPIL COST

☐ Up to $499
☐ $500 to $999
☑ $1000 or more

RACINE UNIFIED SCHOOL DISTRICT RACINE, WISCONSIN

Pre-Primary Program helps children build skills for success in first grade

Maximum academic learning time
Appropriate materials, methods, approaches
Clear goals and objectives

The Racine Pre-Primary Program serves children who have completed kindergarten but are not developmentally ready for first grade. It provides a full day of instruction in language development, mathematics, and reading readiness skills. Program activities are designed to help children develop positive attitudes toward schooling, learning, and self.

A teacher and a full-time instructional aide work with a maximum of 17 students, which allows for considerable adult-child interaction. The presence of the aide frees the teacher for more direct instruction of students. The program's instructional model calls for a high degree of on-task behavior and successful completion of assigned tasks. Students frequently have homework assignments to complete with assistance from their parents. The full-day program increases learning time considerably beyond the usual practice of having children repeat kindergarten.

The program emphasizes children's academic development, complements the kindergarten curriculum, and takes children as far as possible into first-grade skills. Language development is a special area of emphasis, and specified reading and language arts lessons taught at the beginning of the year are based on student performance data.

The main goal of the program is to assist children who would otherwise be retained in kindergarten to acquire basic skills needed to succeed in first grade. Objectives are specified in mathematics, vocabulary development, comprehension, and language experience stories.

Contact: Roger M. Jones
Racine Unified School District
2220 North Western Avenue
Racine, WI 53404
(414) 631-7122

RIVERDALE SCHOOLS
MUSCODA, WISCONSIN

Read-Together home program complements in-school language arts activities

Parent/community involvement
Appropriate materials, methods, approaches
High expectations for learning/behavior

Chapter 1 children in kindergarten receive language arts instruction and participate in academic readiness activities in reading and mathematics. Those in grades 1-4 take part in reading and language arts lessons on a pull-out basis.

Parents are involved in the program through such activities as fall and spring parent meetings, monthly parents' coffees, local and state parent workshops, a make it-take it workshop, Chapter 1 fairs, publication of a bimonthly Chapter 1 newsletter, and membership on the Parent Advisory Team. Parents also volunteer in classrooms and join with their children in a Chapter 1 Read-Together program at home.

The project features a diagnostic-prescriptive and mastery learning approach that is strongly coordinated with regular classroom instruction. The individual instruction used ensures that children have the opportunity to learn and practice through their strongest modality. Commercial and teacher-made charts, booklets, word cards, visual aids, educational games, library books, selected stories from the basal series, and child-created stories are used.

High expectations are communicated in several ways: by setting clearly-defined, realistic expectations and deadlines; by modeling optimistic responses to students' efforts; by focusing on students' strong points; and by encouraging them to succeed. Teachers also give students adequate "wait time" to respond during classroom questioning.

Contact: Jan Hirschy
Riverdale Schools
Box 66
Muscoda, WI 53573
(608) 739-4171

INDICATORS OF SUCCESS

☑ Achievement
☑ Sustained gains
☑ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

☐ Reading
☐ Math
☑ Language arts
☑ Other *

GRADE LEVEL

☐ Preschool
☑ K-3
☑ 4-6
☐ 7-9
☐ 10-12

NUMBER OF STUDENTS

☐ Fewer than 100
☑ 100-499
☐ 500-2500
☐ More than 2500

SETTING

☑ Rural
☐ Small town
☐ Suburban
☐ Urban

PER PUPIL COST

☐ Up to $499
☑ $500 to $999
☐ $1000 or more

* School Readiness

Appendix A

Projects Nominated/Selected for Recognition, 1985-86

Effective Compensatory Education Sourcebook, Volume IV

208 CHAPTER 1 PROGRAMS NOMINATED FOR RECOGNITION, 1985-86

***Selected for recognition**

ALABAMA

*Birmingham City Schools
P.O. Drawer 10007
Birmingham, AL 35202

Dothan City Board of
Education
Room 481 — State Office Building
Montgomery, AL 36130

Talladega City Board of
Education
P.O. Box 946
Talladega, AL 35160

ARIZONA

Alhambra School District #68
3001 West Hazelwood
Phoenix, AZ 85017

*Kayenta Unified School
District #27
P.O. Box 337
Kayenta, AZ 86033

*Mary E. Dill School
District #51
Sells Star Route/Box 870
Tucson, AZ 85711

Phoenix Elementary School
District #1
125 East Lincoln
Phoenix, AZ 85004

Prescott Unified School
District #1
146 South Granite
Prescott, AZ 86301

ARKANSAS

Hoxie Public Schools
P.O. Box 40
Hoxie, AR 72433

*Newark School District
P.O. Box 280
Newark, AR 72562

CALIFORNIA

*Downey Unified School District
11627 Brookshire Avenue
Downey, CA 90241

*Long Beach Unified School
District
701 Locust Avenue
Long Beach, CA 90813
(2 projects, 1 selected)

Moreland Elementary School
District
4710 Campbell Avenue
San Jose, CA 95130

*Newport-Mesa Unified
School District
P.O. Box 1368
Newport Beach, CA 92663-0368

Parlier Unified School
District
900 Newmark
Parlier, CA 92648

Sonora Elementary
School District
830 Greenley Road
Sonora, CA 95370

COLORADO

*Aurora Public Schools
1085 Peoria Street
Aurora, CO 80011

Boulder Valley School
District RE2
6500 East Arapahoe/P.O. Box 9011
Boulder, CO 80301

Colorado Springs District #11
1115 North El Paso Street
Colorado Springs, CO 80903

*Denver Public Schools
900 Grant Street
Denver, CO 80203
(2 projects selected)

Greeley School District #6
811 15th Street
Greeley, CO 80631

Weld Board of Cooperative
Educational Services
P.O. Box 598
LaSalle, CO 80645

CONNECTICUT

Bridgeport Public Schools
45 Lyon Terrace
Bridgeport, CT 06604

Middletown Public Schools
311 Hunting Hill Avenue
Middletown, CT 06457

FLORIDA

*Brevard School District
1260 South Florida Avenue
Rockledge, FL 32955

Dade County Public Schools
1450 N.E. 2nd Avenue
Miami, FL 33132

Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207

*Escambia County School District
301 West Garden Street
Pensacola, FL 32501

Florida Department of Education
Knott Building/Collins/31-L
Tallahassee, FL 32399

Hendry County School District
P.O. Box 1980
LaBelle, FL 33935

Highlands County School Board
426 School Street
Sebring, FL 33870

Manatee County School Board
215 Manatee Avenue West
Bradenton, FL 33506

Okeechobee County School Board
100 S.W. 5th Avenue
Okeechobee, FL 33474

*Pinellas County School District
1960 East Druid Road
Clearwater, FL 33546

School Board of Okaloosa County
120 Lowery Place
Ft. Walton Beach, FL 32548

School District of Indian
River County
1990 25th Street
Vero Beach, FL 32960

GEORGIA

*Muscogee County School District
1200 Bradley Drive
Columbus, GA 31994

*Piedmont Migrant Education
Agency
1600 Lyman Street
Gainesville, GA 30501

*Richmond County Board of
Education
2083 Heckle Street
Augusta, GA 30910

*Rockdale County Schools
954 North Main Street
Conyers, GA 30207

*Savannah-Chatham County
Public Schools
208 Bull Street
Savannah, GA 31401

*Southern Pine Migrant
Education Agency
P.O. Box 745
Nashville, GA 31639

IDAHO

Bonner County District #82
430 South Division
Sandpoint, ID 83864

Pocatello School District #25
3115 Pole Line Road/P.O. Box 1390
Pocatello, ID 83201

ILLINOIS

*Arbor Park School
District #145
15901 Forest Avenue
Oak Forest, IL 60452

Chicago Public Schools
1819 West Pershing Road - 6E
Chicago, IL 60609
(2 projects submitted)

*Community High School
District #218
10701 South Kilpatrick Avenue
Oak Lawn, IL 60453

Cook County School
District #130
12300 South Greenwood Avenue
Blue Island, IL 60406

*Dekalb School District #428
145 Fisk Avenue
Dekalb, IL 60115

*East Maine School District #63
10150 Dee Road
Des Plaines, IL 60016

*Monmouth Community Unit
Schools
325 South 11th Street
Monmouth, IL 61462

Peotone School District 207U
Curriculum Office
114 N. Second Street
Peotone, IL 60468

*Princeville Community Unit
School District #326
302 Cordis Avenue
Princeville, IL 61559

*South Metropolitan Association
800 Governor's Highway/Box 460
Flossmoor, IL 60422

*Waukegan Community Unit
School District #60
1201 North Sheridan Road
Waukegan, IL 60085

INDIANA

*Gary Community School
Corporation
620 East 10 Place
Gary, IN 46402

*Richmond Community Schools
300 Whitewater Boulevard
Richmond, IN 47374

IOWA

*Ankeny Community School
District
420 S.W. School Street
Ankeny, IA 50021

*Burlington Community Schools
1429 West Avenue
Burlington, IA 52601

*Des Moines Independent
Community Schools
1800 Grande Avenue
Des Moines, IA 50307

Indianola Community
School District
1304 East Second Avenue
Indianola, IA 50125

KANSAS

*Geary County Unified Schools
P.O. Box 370/8th at Eisenhower
Junction City, KS 66441

*Hutchinson Public Schools
1520 North Plum/Box 1908
Hutchinson, KS 67501
(2 projects, 1 selected)

Sublette Unified School
District #374
P.O. Box 670
Sublette, KS 67877

USD #457 — Garden City
201 Buffalo Jones Avenue
Garden City, KS 67846

USD #512 — Shawnee Mission
7235 Antioch
Overland Park, KS 66204

KENTUCKY

Bowling Green Independent
Schools
1211 Center Street
Bowling Green, KY 42101

*Casey County Board of Education
Route 1, Box 21
Liberty, KY 42539

Jefferson County Public
Schools
3332 Newburg Road
Louisville, KY 40218

Oldham County Public Schools
P.O. Box 207
LaGrange, KY 40031

Providence Independent
Public Schools
West Main Street
Providence, KY 42450

*Warren County Public Schools
806 Kenton Street
Bowling Green, KY 42101

LOUISIANA

Caldwell Parish School Board
P.O. Box 1019
Columbia, LA 71418

St. Charles Parish Public
Schools
P.O. Box 46
Luling, LA 70070

*St. Martin Parish School Board
111 Courville
Breaux Bridge, LA 70517

*Tangipahoa Parish School Board
P.O. Box 457
Amite, LA 70422
(2 projects selected)

MARYLAND

Anne Arundel County
Public Schools
2644 Riva Road
Annapolis, MD 21401

Baltimore City Public Schools
3 East 25th Street
Baltimore, MD 21218

*Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204

Board of Education of
Charles County
P.O. Box D
La Plata, MD 20646

*Somerset County Public Schools
Prince William Street
Princess Anne, MD 21853

Worcester County Board of
Education
Route 1/Box 110-A
Newark, MD 21841

MASSACHUSETTES

Athol-Royalston Regional
School District
584 Main Street
Athol, MA 01331

*Everett School District
121 Vine Street
Everett, MA 02149

Holbrook Public Schools
227 Plymouth Street
Holbrook, MA 02343

*King Phillip Regional
Vocational High School
201 Franklin Street
Wrentham, MA 02093

*Lowell Public Schools
89 Appleton Street
Lowell, MA 01852

Mansfield Public Schools
250 East Street/P.O. Box 428
Mansfield, MA 02048

MICHIGAN

Berrien Springs Public Schools
One Sylvester Avenue
Berrien Springs, MI 49103

*Detroit Public Schools
5057 Woodward, Room 278
Detroit, MI 48202

Rockford Public Schools
235 Courtland
Rockford, MI 49341

MINNESOTA

*Minnetonka School District #276
261 School Avenue
Excelsior, MN 55331

*Montevideo Public Schools
District #129
3rd Street & Eureka Avenue
Montevideo, MN 56265

Montgomery-Lonsdale Public
Schools
101 2nd Street N.E.
Montgomery, MN 56069

Moorhead Independent School
District #152
810 Fourth Avenue South
Moorhead, MN 56560

*North St. Paul-Maplewood-Oakdale
School District
2055 East Larpenteur Avenue
Maplewood, MN 55109-4717

Westonka Public Schools
5600 Lynwood Boulevard
Mound, MN 55364

White Bear Lake Public Schools
2399 Cedar Avenue
White Bear Lake, MN 55110

MISSISSIPPI

DeSoto County Schools
655 Holly Springs Street
Hernando, MS 38632

Greenville Municipal Separate
School District
P.O. Box 749/412 South Main St.
Greenville, MS 38701

*Jackson School District
P.O. Box 2338
Jackson, MS 39225

Lauderdale County School System
P.O. Box 5498
Meridian, MS 39301

*Meridian Public Schools
1019 25th Avenue
Meridian, MS 39301

MISSOURI

*Mehlville School District R-IX
3120 Lemay Ferry Road
St. Louis, MO 63125

*New Franklin R-1 Schools
412 West Broadway
New Franklin, MO 65274

*Park Hill School District
7703 N.W. Barry Road
Kansas City, MO 64153

Poplar Bluff R-1
1316 Maud/P.O. Box 47
Poplar Bluff, MO 63901

*Scotland County R-1 Schools
P.O. Box 337
Memphis, MO 63555

*St. Louis City School District
911 Locust
St. Louis, MO 63101

MONTANA

Billings Public Schools
101 Tenth Street
Billings, MT 59102

*Cheyenne Home Treatment
Agency
Horse Creek Ranch
Ashland, MT 59003

NEBRASKA

*Bellevue Public Schools
2009 Franklin Street
Bellevue, NE 68005

Gordon Public Schools
810 North Oak
Gordon, NE 69343

Papillion LaVista Schools
7552 South 84th Street
LaVista, NE 68128

NEVADA

*Clark County School District
2832 East Flamingo Road
Las Vegas, NV 89121

NEW JERSEY

*Middletown Township Public
Schools
59 Tindall Road
Middletown, NJ 07748

*Mount Laurel Township Schools
330 Morrestown-Mount Laurel Road
Mount Laurel, NJ 08050

*New Brunswick School District
24 Bayard Street
New Brunswick, NJ 08901

*Red Bank Public Schools
76 Branch Avenue
Red Bank, NJ 07701

NEW MEXICO

Belen Consolidated Schools
520 North Main Street
Belen, NM 87002

Las Cruces Public Schools
301 West Amador
Las Cruces, NM 88005

*Santa Fe Indian School
P.O. Box 5335
Sante Fe, NM 87501

*Wingate Elementary School
P.O. Box 1
Fort Wingate, NM 87316

NEW YORK

Campbell Central School
P.O. Box 59
Campbell, NY 14821

*Community School District #4M
319 East 117th Street
New York, NY 10035

*Livonia Central School District
P.O. Box E/Big Tree Street
Livonia, NY 14487

*Orchard Park Central School
District
3330 Baker Road
Orchard Park, NY 14127

*Rocky Point Public Schools
Rocky Point-Yaphank Road
Rocky Point, NY 11778

Solvay Union Free School
District
Hazard Street
Solvay, NY 13209

*Starpoint Central School
District
4363 Mapleton Road
Lockport, NY 14094

State University College
of Potsdam
Potsdam, NY 13676

*Waterford-Halfmoon Union
Free School District
125 Middletown Road
Waterford, NY 12188

NORTH CAROLINA

Beaufort Country Board of
Education
321 Smaw Road/P.O. Box 1867
Washington, NC 27889

Durham City Schools
P.O. Box 2246
Durham, NC 27702

*Nash County Schools
930 Eastern Avenue
Nashville, NC 27856

Wake County Public School
System
3600 Wake Forest Road
Raleigh, NC 27611

*Wilkes County Schools
201 West Main Street
Wilkesboro, NC 28697

NORTH DAKOTA

Grand Forks Public School
District #1
308 DeMers Avenue
Grand Forks, ND 58201

Hazen Public School
502 1st Avenue E
Hazen, ND 58545

*Killdeer Public School
200 West High Street
Killdeer, ND 58640

*Theodore Jamerson School
3315 University Drive
Bismarck, ND 58501

OHIO

*Akron Public Schools
Administration Building
70 North Broadway
Akron, OH 44308

*Berea City School District
390 Fair Street
Berea, OH 44017

*Canton City Schools
Wells Administrative Ctr.
617 McKinley Avenue, S.W.
Canton, OH 44701

Lima City Schools
P.O. Box 2000
Lima, OH 45802

*Northwest Local School District
3240 Banning Road
Cincinnati, OH 45239

*Princeton City School District
25 West Sharon Avenue
Cincinnati, OH 45246

*Willoughby-Eastlake City Schools
37047 Ridge Road
Willoughby, OH 44094

OKLAHOMA

*Hobart Public Schools
P.O. Box 899
Hobart, OK 73651

Okemah Public Schools
Second and Date Streets
Okemah, OK 74859

*L.E. Rader Center
Route 4, Box 9
Sand Springs, OK 74063

*Snyder Public Schools
P.O. Box 368
Snyder, OK 73566

OREGON

*Bethel School District #52
4640 Barger Avenue
Eugene, OR 97402
(2 submitted, 1 selected)

*Hood River County School District
P.O. Box 920
Hood River, OR 97031

*Pendleton School District 16R
1207 S.W. Frazer Avenue
Pendleton, OR 97801

*Portland School District #1
P.O. Box 3107
Portland, OR 97208-3107

Powers School District #31
P.O. Box 479
Powers, OR 97466

PENNSYLVANIA

Butler Area School District
167 New Castle Road
Butler, PA 16001

*Greater Nanticoke Area School District
Box 126
Nanticoke, PA 18634

Mars Area School District
Box 150/R.D. 2
Mars, PA 16046

*Mount Carmel Area School District
West 6th Street
Mount Carmel, PA 17851

North Clarion County School District
R.D. #1 Box 194
Tionesta, PA 16353

Penn-Trafford School District
Administration Building
Harrison City, PA 15636

*Ridley School District
1001 Morton Avenue
Folsom, PA 19033

RHODE ISLAND

*Cranston Public Schools
845 Park Avenue
Cranston, RI 02910

*Pawtucket School Department
School Administration Building
Park Place
Pawtucket, RI 02860

West Warwick School Department
300 Providence Street
West Warwick, RI 02893

SOUTH DAKOTA

*Aberdeen School District 6-1
203 Third Avenue, S.E.
Aberdeen, SD 57401

Brookings School District 5-1
601 4th Street
Brookings, SD 57006

Lake Central School District 39-2
800 N.E. Ninth Street
Madison, SD 57042-1199

Meade School District 46-1
1230 Douglas
Sturgis, SD 57785

TEXAS

Eagle Pass Independent School District
P.O. Box 1409
Eagle Pass, TX 78852

El Paso Independent School District
6531 Boeing Drive
El Paso, TX 79925

Garland Independent School District
720 Stadium Drive
Garland, TX 75040

Grand Prairie Independent School District
202 West College Street
Grand Prairie, TX 75050

Gregory-Portland Independent School District
P.O. Box 338
Gregory, TX 78359

Harlingen Independent School District
1409 East Harrison Street
Harlingen, TX 78550

Hurst-Euless-Bedford Independent School District
1849 Central Drive
Bedford, TX 76022

Varnett Academy
4975 West Bellfort
Houston, TX 77035

Willis Independent School District
204 West Rogers Street
Willis, TX 77378

UTAH

*Carbon County School District
65 East 400 North
Price, UT 84501

Millard School District
160 West Main/P.O. Box 666
Delta, UT 84624

*Murray School District
147 East 5065 South
Murray, UT 84107

VERMONT

*Franklin West Supervisory Union
Box 504
Fairfax, VT 05454

Windsor Central Supervisory Union
Mt. Tom
Woodstock, VT 05091

VIRGINIA

*Buchanan County Public Schools
P.O. Box 833
Grundy, VA 24614

Campbell County Public Schools
P.O. Box 99
Rustburg, VA 24588

*Danville Public Schools
P.O. Box 9600
Danville, VA 24543

*Roanoke City Public Schools
P.O. Box 13145/40 Douglas Ave NW
Roanoke, VA 24031

Roanoke County Public Schools
526 College Avenue
Salem, VA 24153

WASHINGTON

*Bremerton School District
300 North Montgomery
Bremerton, WA 98312

*Kennewick School District #17
200 South Dayton Street
Kennewick, WA 99336

*Kent School District #415
12033 S.E. 256th Street
Kent, WA 98031

Selah School District #119
P.O. Box 610
Selah, WA 98942

WEST VIRGINIA

Raleigh County Board of Education
105 Adair Street
Beckley, WV 25801

WISCONSIN

*Hartford Union High School
805 South Cedar Street
Hartford, WI 53027

*Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, WI 53201

*Pewaukee Public Schools
510 Lake Street
Pewaukee, WI 53072

*Racine Unified School District
2220 Northwestern Avenue
Racine, WI 53404

*Riverdale Schools
Box 66
Muscoda, WI 53573

West Bend Joint School District
697 South Fifth Avenue
West Bend, WI 53095

WYOMING

Laramie County School District #1
2810 House Avenue
Cheyenne, WY 82001

Appendix B

Profile Index to Selected Projects, 1985-86

EFFECTIVE COMPENSATORY EDUCATION SOURCEBOOK, VOL. IV

PROFILE INDEX TO 1985-86 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS

Developed by Northwest Regional Educational Laboratory for the U.S. Department of Education as part of the Secretary's Initiative to identify unusually successful ECIA Chapter 1 projects.

	Local (LEA) or State Educational Agency	Page number, Vol. IV	PROGRAM				PER PUPIL COST			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCESS[1] Instructional						Organizatio						
			LEA	Migrant	Neglected/Delinq.	Other	Up to $499	$500 to $999	$1000 or more	Rural	Small town	Suburban	Urban	Fewer than 100	100-499	500-2500	More than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation used	Positive cli
AL	Birmingham	20	●					●					●				●		●				●	●	●		●				●					★	●					
AZ	Kayenta	21	●					●		●				●					●	●			●		●		●	●		●			●			●						
	Mary E. Dill	22	●				●			●				●						●			●			●	●		●	★			★						★			
AR	Newark	23	●				●			●					●				●	●	●		●				●	●							●	●	●					
CA	Downey	24	●				●						●		●				●	●			●	●			●	●		★						●				●		
	Long Beach	25	●					●					●			●			●	●			●	●	●		●	●			★					●	●					
	Newport-Mesa	26	●					●				●				●			●	●			●	●	●		●	●		●						●			●			
CO	Aurora	27	●					●				●			●				●	●				●			●	●	●									★	●		●	
	Denver	28	●						●				●			●		●								●	●	●									★			●		●
	Denver	29	●					●					●				●		●	●			●		●	●	●	●	●	●								★			★	
FL	Brevard	30	●						●			●				●			●	●			●	●			●			●		●								●		
	Escambia County	31	●						●				●		●			●								●	●	●	●								★		●	●		
	Pinellas County	32	●					●					●				●		●				●	●			●	●	●							●		●			●	
Georgia	Muscogee County	33	●				●						●				●		●	●	●	●		●			●	●		★		●				●						
	Piedmont Migrant Ed. Agency	34		●				●		●				●							●	●				●			●	●									●			●
	Richmond County	35	●				●						●				●		●	●			●				●	●	●		●						★	●				
	Rockdale County	36	●					●				●			●				●	●	●		●	●			●					●	●							●		
	Savannah-Chatham County	37	●				●						●				●		●	●	●			●			●	●	●							●		●	★			
	Southern Pine Migrant Ed. Agcy.	38		●			●			●					●			●	●	●			●	●		●	●	●	●							●		●				●
Illinois	Arbor Park	39	●						●			●		●					●	●			●				●	●		●				●								★
	Community High School	40	●				●					●			●						●			●		●	●	●	●	★							★		★			
	DeKalb	41		●			●			●					●							●				●			●							●	●					●
	East Maine	42	●					●				●			●				●	●			●				●	●		●			●									●
	Monmouth	43	●					●			●				●				●	●			●				●	●							●		●		●			
	Princeville	44		●				●			●				●				●	●	●	●	●	●	●	●			●	●					●					●		
	South Metropolitan Association	45				●		●				●				●		●								●			●				●			●	●					
	Waukegan	46	●						●				●		●				●	●	●		●				●	●		●		●				●						

			PROGRAM				PER PUPIL COST			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCESS[1]												
																														Instructional						Organizat						
		Page number, Vol. IV	LEA	Migrant	Neglected/Delinq.	Other	Up to $499	$500 to $999	$1000 or more	Rural	Small town	Suburban	Urban	Fewer than 100	100-499	500-2500	More than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation used	Positive cl
IN	Gary	47	●				●						●		●			●								●	●			●						●	★					
	Richmond	48	●				●					●			●				●	●						●			●				●			★	★					
Iowa	Ankeny	49	●					●			●				●				●	●			●				●	●		●							●		★			
	Burlington	50	●					●					●		●				●	●				●			●	●		●			●									●
	Des Moines	51	●					●					●			●			●	●			●				●	●								●	●				●	
KS	Geary County	52	●					●			●					●			●	●			●		●		●	●			●						★	●				
	Hutchinson	53	●					●					●		●				●	●				●	●		●	●		●						●		●				
KY	Casey County	54		●				●		●					●				●	●	●	●	●	●			●		●		●					●					●	
	Warren County	55	●				●			●						●			●	●			●				●	●				★				●				●		
LA	St. Martin Parish	56	●					●		●						●			●	●			●				●	●		●	●	●										
	Tangipahoa Parish	57		●				●		●					●				●	●	●		●	●		●	●			●						●			●			
	Tangipahoa Parish	58	●				●			●						●			●	●				●			●	●	●							●					●	●
MD	Baltimore County	59	●					●				●					●	●	●	●			●	●			●	●								●			★			★
	Somerset County	60		●				●		●				●				●	●	●			●	●	●	●	●		●						●	●	●					
MA	Everett	61	●					●					●	●							●		●	●		●	●		●	●										●	★	
	King Phillip Regional Voc.	62	●					●			●			●							●	●	●				●	●	●	●	●											●
	Lowell	63	●						●				●			●			●	●			●				●									●	●	★				
MI	Detroit	64	●						●				●			●			●				●	●	●	●			●		★		●								●	
MN	Minnetonka	65	●					●				●			●				●	●			●	●			●	●		●		●							●			
	Montevideo	66		●			●			●					●				●	●	●		●	●	●	●	●			●								●				●
	North St. Paul-Maplewood-Oakdale	67	●					●				●			●				●	●			●	●			●	●		●									●		●	
MS	Jackson	68	●				●						●				●			●				●	●		●			★				●		★						
	Meridian	69	●					●					●			●				●	●		●	●			●	●			●			●			●					
Missouri	Mehlville	70	●					●				●		●					●				●				●		●		●		●					★				
	New Franklin	71	●				●			●				●					●	●				●			●	●			★					★				●		
	Park Hill	72	●					●				●		●					●							●	●	●	●	●			●			★						
	Scotland County	73	●				●			●				●					●	●			●				●	●		●			★				●					
	St. Louis City	74	●					●					●		●			●								●	●	●		★		★					★					

See totals at end of chart on last page.

[1] The attributes were grouped into categories for the purposes of identifying those attributes associated more with instructional processes and strategies (Instructional), or administrative and policy functions (Organizational). The Presence of a "★" rather than a "●" indicates that the attribute was discussed in greater detail.

PROFILE INDEX TO 1985-86 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS — continued

																														ATTRIBUTES OF SUCCESS[1]												
			PROGRAM				PER PUPIL COST			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			Instructional						Organizatio						
	Local (LEA) or State Educational Agency	Page number, Vol. IV	LEA	Migrant	Neglected/Delinq.	Other	Up to $499	$500 to $999	$1000 or more	Rural	Small town	Suburban	Urban	Fewer than 100	100-499	500-2500	More than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation used	Positive cli
MT	Cheyenne Home Treatment Agency	75			●			●		●				●					●	●	●	●	●	●	●	●			●	●			●			●						
NE	Bellevue	76	●					●				●			●				●	●				●					●						●	●				●		
NV	Clark County	77	●					●				●		●					●				●				●		●	●					●		●					
New Jersey	Middletown Township	78	●					●				●		●				●								●	●		●	●						●	★					
	Mt. Laurel Township	79	●				●					●			●				●	●	●		●	●	●		●		●			●				★		★				
	New Brunswick	80	●				●						●		●				●	●	●		●	●			●		●		●						●				●	
	Red Bank	81	●					●					●	●				●	●							●	●	●	●							●			●		●	
NM	Santa Fe Indian School*	82	●					●					●		●						●	●	●	●	●		●	●	●			★		★				●				
	Wingate Elementary School*	83	●					●		●					●				●	●	●			●	●		●	●	●	●					●	●						
New York	Community	84	●						●				●				●		●	●	●		●		●		●		●	★				●					●			
	Livonia	85	●					●		●				●					●	●			●	●	●		●		●			●				★						●
	Orchard Park	86	●				●				●				●				●	●			●		●		●	●	●	★	★											●
	Rocky Point	87	●					●				●		●						●			●				●	●				●				★			●			
	Starpoint	88	●						●	●					●						●	●	●				●	●	●	★				●		●						
	Waterford-Halfmoon Union	89				●		●			●			●					●	●	●		●						●	●			●						●			
NC	Nash County	90	●				●			●							●				●		●		●		●	●		★		★									●	
	Wilkes County	91	●					●		●						●			●	●	●		●				●	●	●								●	●		★		
ND	Killdeer	92	●					●		●				●					●	●			●				●	●	●	●			●			●						
	Theodore Jamerson School*	93	●						●				●	●					●	●	●		●				●	●					●		●		★					
Ohio	Akron	94	●					●					●				●		●	●	●		●	●			●	●			★		●						●			
	Berea City	95	●						●			●			●				●	●			●					●	●				●			★			★			
	Canton City	96	●					●					●			●			●	●				●			●	●		★	★								●			
	Northwest Local	97	●						●			●			●				●							●	●		●	★						★		●				
	Princeton City	98	●					●				●			●				●				●				●		●	●	★						★					
	Willoughby-Eastlake	99	●					●				●			●				●	●			●				●							●			●				●	
OK	Hobart	100		●				●			●			●					●				●	●	●		●	●		●		●										●
	L.E. Rader Center	101			●			●				●		●							●	●	●	●			●		●				●				●		●			
	Snyder	102		●				●		●				●							●	●	●	●		●	●	●	●	●						●				●		

			PROGRAM				PER PUPIL COST			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCESS[1]												
																														Instructional						Organiza						
		Page number, Vol. IV.	LEA	Migrant	Neglected/Delinq.	Other	Up to $499	$500 to $999	$1000 or more	Rural	Small town	Suburban	Urban	Fewer than 100	100-499	500-2500	More than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation used	Positive
Oregon	Bethel	103	●						●	●					●						●	●				●	●		●				●			●						●
	Hood River County	104	●						●	●					●				●	●	●		●				●				●						●	●				
	Pendleton	105	●					●			●				●				●	●	●	●	●				●	●				★		●			★					
	Portland	106	●					●					●	●					●	●			●	●	●		●	●		●									●			●
PA	Greater Nanticoke Area	107	●					●				●			●				●	●			●				●	●									●			★	●	
	Mt. Carmel Area	108	●					●			●				●				●	●			●				●	●	●							●			●			●
	Ridley	109	●					●				●		●					●	●				●			●	●			●	●									●	
RI	Cranston	110	●					●				●		●								●	●				●		●	★				●					●			
	Pawtucket	111	●						●				●	●				●								●			●							●		●			●	
	West Warwick	112	●					●			●			●					●				●				●		●	●						★					★	
SD	Aberdeen	113	●					●			●				●				●	●			●				●	●		●					●					●		
Utah	Carbon County	114				●	●				●					●			●	●			●	●			●		●	★		●						●				
	Murray	115	●				●				●				●				●	●			●	●			●			★			●			●						
VT	Franklin West	116	●				●			●				●					●				●				●	●			●					●				●		
VA	Buchanan County	117	●					●		●						●			●	●			●				●	●		●		●					●					
	Danville	118	●					●					●			●			●	●			●				●	●	●							●	★			●		
	Roanoke City	119	●					●					●			●			●	●	●		●	●			●	●			●							●			●	
WA	Bremerton	120				●		●					●	●							●		●		●		●		●	●											●	●
	Kennewick	121	●					●				●				●			●	●	●		●				●	●		●						●	●					
	Kent	122				●	●						●			●			●	●				●			●		●					●				★	★			
Wisconsin	Hartford Union	123	●					●			●				●						●	●	●	●	●	●	●		●	●			●				●					
	Milwaukee	124				●			●				●				●	●	●	●			●	●	●		●	●				●	●				●					
	Pewaukee	125	●					●				●		●							●		●	●	●	●	●	●	●	●					★							●
	Racine Unified	126				●			●				●		●				●				●	●			●	●	●	●	★								●			
	Riverdale	127	●					●		●					●				●	●					●	●	●	●	●	●			●				●					
	NUMBER OF PROJECTS	108	89	10	2	7	25	66	17	28	15	29	36	31	44	21	12	12	82	73	36	15	79	50	27	29	97	66	56	56	21	19	23	10	10	48	37	20	26	16	19	19

•These schools are operated through contracts with the Bureau of Indian Affairs.

[1] The attributes were grouped into categories for the purposes of identifying those attributes associated more with instructional processes and strategies (Instructional), or administrative and policy functions (Organizational). The Presence of a "★" rather than a "●" indicates that the attribute was discussed in greater detail.

Appendix C

Projects Selected for Recognition, 1984-85

Effective Compensatory Education Sourcebook, Volume III

Chapter 1 Programs Selected For Recognition, 1984-1985

ALABAMA

Ozark City School System
P. O. Box 788
Ozark, AL 36361

ALASKA

Fairbanks North Star
Borough School District
P. O. Box 1250
Fairbanks, AK 99707

CALIFORNIA

Moreland School District
4710 Campbell Avenue
San Jose, CA 95130

Poway Unified School
District
13626 Twin Peaks Road
Poway, CA 92064

COLORADO

Adams County School
District #14
4720 E. 69th Avenue
Commerce City, CO 80022

Poudre School District R-1
2407 LaPorte Avenue
Fort Collins, CO 80521

CONNECTICUT

Bridgeport Public Schools
45 Lyon Terrace
Bridgeport, CT 06604

New London Public Schools
134 Williams Street
New London, CT 06320
(2 programs)

Plainfield Public Schools
Plainfield High School Annex
Central Village, CT 06332

Waterbury School Department
236 Grand Street
Chase Building
Waterbury, CT 06702

Watertown Public Schools
10 DeForest Street
Watertown, CT 06795

FLORIDA

Hillsborough County Public
Schools
901 E. Kennedy Blvd.
Tampa, FL 33602
(2 programs)

Orange County Public Schools
P. O. Box 271
Orlando, FL 32802

St. Lucie County Public
Schools
2909 Delaware Avenue
Fort Pierce, FL 33450
(2 programs)

HAWAII

Maui School District
54 High Street
P. O. Box 1070
Wailuku, HI 96793

IDAHO

Coeur d'Alene School
District #271
311 N. 10th Street
Coeur d'Alene, ID 83814

Idaho Falls School
District #91
690 John Adams Parkway
Idaho Falls, ID 83401

Independent School
District of Boise City
1207 Fort Street
Boise, ID 83702

New Plymouth School
District #372
P. O. Box 388
New Plymouth, ID 83655

ILLINOIS

Community High School
District #218
10701 S. Kilpatrick Avenue
Oaklawn, IL 60453

Community Unit School
District #220
310 East James Street
Barrington, IL 60010

Danville Community
Consolidated School
District #118
516 N. Jackson Street
Danville, IL 61832

Hinsdale Township High
School District #86
Administration Center
55th & Grant Streets
Hinsdale, IL 60521

Illinois Department of Corrections
School District #428
1301 Concordia Court
P. O. Box 4902
Springfield, IL 62708-4902

Mascoutah Community Unit
School District #19
720 West Harnett Street
Mascoutah, IL 62258

Olympia Community Unit
School District #16
Rural Route 1, Box 150
Stanford, IL 61774

School District U-46
355 E. Chicago Street
Elgin, IL 60120

INDIANA

Indianapolis Public Schools
120 E. Walnut Street
Indianapolis, IN 46204

Lafayette School Corporation
2300 Cason Street
Lafayette, IN 47904

Metropolitan School District of
Washington Township
Administrative Service Center
3801 East 79th Street
Indianapolis, IN 46240

Richmond Community Schools
300 Whitewater Blvd.
Richmond, IN 47374

IOWA

Western Dubuque County
Community School District
Farley, IA 52046

KANSAS

Dodge City Unified
School District #443
1000 Second/Box 460
Dodge City, KS 67801

Seaman USD #345
Youth Center at Topeka
1440 NW 25th
Topeka, KS 66608

Topeka Public Schools
Administrative Center
624 SW 24th
Topeka, KS 66611

Wichita Unified School District #259
428 S. Broadway
Wichita, KS 67202
(2 programs)

KENTUCKY

Jefferson County Public Schools
Van Hoose Education Center
3332 Newburg Road
Louisville, KY 40318
(4 programs)

Rowan County Board
of Education
Morehead Treatment Center
121 E. 2nd Street
Morehead, KY 40351

LOUISIANA

Caddo Parish School Board
P. O. Box 3200
Shreveport, LA 71130-2000

Concordia Parish School
Board
P. O. Box 950
Vidalia, LA 71373

Jefferson Parish Public
School System
519 Huey P. Long Avenue
Gretna, LA 70053

LaSalle Parish School Board
P. O. Drawer 90
Jena, LA 71342

Monroe City Schools
2101 Roselawn Avenue
Monroe, LA 71201

MASSACHUSETTS

Cambridge Public Schools
159 Thorndike Street
Cambridge, MA 02141

Haverhill Public Schools
Haverhill High School C-Wing
137 Monument Street
Haverhill, MA 01830

Marion Public Schools
135 Marion Road
Mattapoisett, MA 02739

Taunton Public Schools
50 Williams Street
Taunton, MA 02780

Wareham Public Schools
54 Marion Road
Wareham, MA 02571

Worcester Public Schools
20 Irving Street
Worchester, MA 01609

MICHIGAN

Adrian Public Schools
159 E. Maumee Street
Adrian, MI 49221

Jackson Public Schools
1400 W. Monroe
Jackson, MI 49202

Pinconning Area Schools
210 Libby Street
Pinconning, MI 48650

MINNESOTA

Mankato Independent Public
School District #77
1000 North Broad Street
Mankato, MN 56001

Osseo Independent School
District #279
Education Service Center
11200 93rd Avenue, North
Maple Grove, MN 55369

Owatonna Independent School
District #761
515 West Bridge Street
Owatonna, MN 55060

St. Paul Public School
District #625
360 Colborne
St. Paul, MN 55102

MISSISSIPPI

Aberdeen Municipal Separate
School District
P. O. Drawer 607
Aberdeen, MS 39730

Mississippi State Department
of Education
P. O. Box 771
Jackson, MS 39205

MISSOURI

Dunklin R-5 School District
P. O. Box 306
Herculaneum, MO 63048

Fayette R-III School
District
Lucky & Herndon Streets
Fayette, MO 65248

Liberty Public Schools
14 South Main
Liberty, MO 64068

Missouri Division of
Youth Services
P. O. Box 447
Jefferson City, MO 65102

North Kansas City School
District
2000 NE 46th
Kansas City, MO 64116

Warsaw R-IX School District
P. O. Box 248
Warsaw, MO 65355

MONTANA

Lewistown Public School
District #1
215 7th Avenue South
Lewistown, MT 59457

NEVADA

Washoe County School District
425 E. Ninth Street
Reno, NV 89520

NEW JERSEY

Freehold Borough Board of Education
280 Park Avenue
Freehold, NJ 07728

Roselle Park Public Schools
J. P. Woods Building
320 Locust Street
Roselle Park, NJ 07204

Township of Ocean School District
163 Monmouth Road
Oakhurst, NJ 07755

NEW MEXICO

Santa Fe Public Schools
610 Alta Vista
Santa Fe, NM 87501

University of New Mexico
Children's Psychiatric Hospital/Mimbres School
1001 Yale Blvd., NE
Albuquerque, NM 87131

NEW YORK

Binghamton City School District
98 Oak Street
Binghamton, NY 13905

Buffalo Public Schools
Room 712, City Hall
Buffalo, NY 14202

New York City Board of Education
110 Livingston Street
Brooklyn, NY 11201

Waterford-Halfmoon
Union Free School District
125 Middletown
Waterford, NY 12188

NORTH CAROLINA

Alamance County Schools
609 Ray Street
Graham, NC 27253

Ashe County Board of Education
P. O. Box 604/Ivy Street
Jefferson, NC 28640

Caswell County Schools
P. O. Box 160
Yanceyville, NC 27379

Madison County Schools
P. O. Box 308
Marshall, NC 28753

New Hanover County Public Schools
P. O. Box 390
Wilmington, NC 28402

Sampson County Schools
P. O. Box 439
Clinton, NC 28328

NORTH DAKOTA

Bismarck Public Schools
400 Avenue E. East
Bismarck, ND 58501

Wishek Public School District #19
11th Street South
P. O. Box 247
Wishek, ND 58495

OHIO

Chillicothe City Schools
455 Yoctangee Parkway
Chillicothe, OH 45601

Elyria City School District
40710 Griswold Road
Elyria, OH 44035

Hamilton City Schools
332 Dayton Street
Hamilton, OH 45012

OKLAHOMA

Broken Arrow Public Schools
601 South Main Street
Broken Arrow, OK 74012

Tulsa Public Schools
P.O. Box 470208
Tulsa, OK 74147-0208

OREGON

Ashland Public Schools
885 Siskiyou Blvd.
Ashland, OR 97520

McLoughlin Union High School #3
120 S. Main
Milton-Freewater, OR 97862

PENNSYLVANIA

Bradford Area School District
50 Congress Street
Bradford, PA 16701

Jersey Shore Area School
District
201 South Broad Street
Jersey Shore, PA 17740

Keystone Oaks School District
1000 Kelton Avenue
Pittsburgh, PA 15216

RHODE ISLAND

Johnston School Department
345 Cherry Hill Road
Johnston, RI 02919

SOUTH CAROLINA

Lexington County School
District #2
715 Ninth Street
West Columbia, SC 29169

SOUTH DAKOTA

Groton School District 6-3
Box 146
Groton, SD 57445

TEXAS
Abilene Independent School
District
Box 981
Abilene, TX 79604

Austin Independent School
District
6100 Guadalupe
Austin, TX 78752

Fort Worth Independent
School District
3210 West Lancaster
Fort Worth, TX 76107
2 programs)

Harlandale Independent
School District
102 Genevieve Street
San Antonio, TX 78285

McAllen Independent School
District
2000 North 23rd Street
McAllen, TX 78501

UTAH

Granite School District
340 East 3545 South
Salt Lake City, UT 84105

Jordan School District
9361 South 300 East
Sandy, UT 84070

Salt Lake City School District
440 East 100 South
Salt Lake City, UT 84111

Utah State Board
of Education
Mill Creek Youth Center
790 W. 12th Street
Ogden, UT 84404

VIRGINIA

Rockingham County Public Schools
205 County Office Building
4 South Main Street
Harrisonburg, VA 22801

Waynesboro School District
301 Pine Avenue
Waynesboro, VA 22980

Wise County School System
Box 1217
Wise, VA 24293

WASHINGTON

Bellevue School District #405
P. O. Box 90010
Bellevue, WA 98010

Bellingham School District #501
P. O. Box 878
Bellingham, WA 98227

WEST VIRGINIA

Mercer County Public Schools
1420 Honaker Avenue
Princeton, WV 24740

Monongalia County Board
of Education
263 Prairie Avenue
Morgantown, WV 26505

Ohio County Schools
2203 National Road
Wheeling, WV 26003

WISCONSIN

Lakeland Union High School
District
8669 Old Highway, 70 West
Minocqua, WI 54548

Menominee Indian School District
P. O. Box 399
Keshena, WI 54135

Milwaukee Public Schools
P. O. Drawer 10K
Milwaukee, WI 53201

Racine Unified School District
2220 Northwestern Avenue
Racine, WI 53404

Stoughton Area School District
211 N. Forrest Street
P. O. Box 189
Stoughton, WI 53589

School District of Superior
823 Belknap Street
Superior, WI 54880

West Bend Joint School District
697 South Fifth Avenue
West Bend, WI 53095

WYOMING

Arapahoe School District #38
P.O. Box 211
Hudson, WY 82510

Weston County School
District #1
116 Casper Avenue
Newcastle, WY 82701

EFFECTIVE COMPENSATORY EDUCATION SOURCEBOOK, VOL. III

Developed by Northwest Regional Educational Laboratory for the U.S. Department of Education as part of the Secretary's Initiative to identify unusually successful ECIA Chapter 1 projects.

PROFILE INDEX TO 1984-85 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS

			PROGRAM			PER PUPIL COST			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCESS¹ Instructional						Organizati						
	Local (LEA) or State Educational Agency	Page number, Vol III	LEA	Migrant	Neglected/Delinq.	Up to $499	$500 to $999	$1000 or more	Rural	Small town	Suburban	Urban	Less than 100	100-499	500-2500	More than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation used	Positive c
AL	Ozark City	20	●			●			●	●			●					●				●	●	●		●	●	●	★							●				●	
AK	Fairbanks North Star Boro.	21	●				●					●			●			●	●	●	●	●				●	●	●			●		●								●
CA	Moreland	22	●					●			●			●				●	●			●	●	●		●	●	●	●						●				●		
	Poway	23	●			●					●			●				●	●			●	●	●	●	●	●		★			●						●			
CO	Adams County	24	●				●				●		●				●								●	●	●		★							●					●
	Poudre	25	●					●			●				●		●	●	●			●			●	●	●	●	●							●	●				
Connecticut	Bridgeport	26	●					●				●		●			●								●	●	●	●								●			●	★	
	New London	27		●			●					●	●							●	●	●	●	●		●			★		●					●					
	New London	28	●					●				●		●				●	●				●			●					●					●		●			
	Plainfield	29	●				●		●				●							●		●	●	●		●	●								★			●		●	
	Waterbury	30	●					●				●	●					●				●	●	●	●	●	●		●	★					●						
	Watertown	31	●				●			●				●				●	●	●	●	●	●	●		●	●	●					●				★			●	
Florida	Hillsborough County	32	●				●				●				●			●	●			●				●	●		●						●					●	
	Hillsborough County	33	●				●					●			●			●	●			●				●	●		●		●				●						
	Orange County	34	●					●				●				●		●	●			●	●			●	●		●							●	●				
	St. Lucie County	35		●			●					●		●				●	●			●				●					●				●	●					
	St. Lucie County	36	●				●					●			●			●	●			●				●	●		●						●	●					
HI	Maui	37	●				●		●	●	●	●			●		●	●	●	●	●	●					●								●	●	●				
Idaho	Coeur d'Alene	38	●				●			●				●				●	●	●	●	●	●			●			★						●			●			
	Idaho Falls	39	●			●						●		●				●	●	●		●	●			●			★		●						●				
	I.S.D. Boise City	40	●			●						●			●			●	●			●	●			●			●		●									●	
	New Plymouth	41		●		●			●						●			●	●	●	●	●	●	●		●						●			●	●					
Illinois	Community High School	42	●				●				●			●						●	●			●	●	●			●				●			●					
	Danville	43	●				●			●					●			●	●	●		●				●									●	●			●		
	Hinsdale	44	●			●					●			●						●	●	●		●	●	●		●	●			●						●			
	Dept. of Corrections	45			●		●		●				●					●	●	●		●	●			●			●		●			●							
	Community Unit	46	●				●			●				●			●	●	●			●		●	●	●		●	●		●					★					
	Mascoutah	47	●			●				●			●				●								●			●	●	●						★					
	Olympia	48	●				●		●					●				●		●		●				●			★	●					●						
	Elgin	49	●					●				●			●			●	●			●					●	●	★							●				●	
Indiana	Indianapolis	50	●			●						●			●			●				●				●		●							●	●		●			
	Lafayette	51	●					●				●	●					●				●				●		●	●							●		●			
	Washington Township	52	●			●					●			●				●	●	●			●			●	●		●			●						●			
	Richmond	53	●			●					●			●				●							●			●	●						●			●			

			PROGRAM			PER PUPIL COST			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCESS[1]												
																													Instructional						Organiz						
		Page number, Vol. III	LEA	Migrant	Neglected/Delinq.	Up to $499	$500 to $999	$1000 or more	Rural	Small town	Suburban	Urban	Less than 100	100-499	500-2500	More than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation used	Positive cli
IA	Western Dubuque County	54	●					●	●					●				●	●			●				●			●						●				●		
Kansas	Dodge City	55		●			●			●				●			●	●	●	●	●	●		●	●			●	★		●		●								
	Topeka	56	●				●					●			●			●	●	●		●	●	●		●					●					●			●		
	Seaman/Youth Center	57			●		●					●		●						●	●	●	●	●		●					●		●						★		
	Wichita	58	●			●						●				●	●	●	●				●			●			●		●				●						
	Wichita	59	●			●						●				●		●	●	●	●	●				●			★					●	●						
Kentucky	Jefferson County	60	●				●					●		●				●							●	●			●						★					●	
	Jefferson County	61	●			●						●			●			●	●				●			●			★		●		●								
	Jefferson County	62	●			●						●			●				●	●		●				●			●		●				★						
	Jefferson County	63	●			●						●			●			●	●			●				●			★						●					●	
	Rowan Cty./Morehead	64			●		●		●				●						●	●		●				●		●	●					●			★				
Louisiana	Caddo Parish	65	●					●				●			●		●							●	●	●			●						●	●					
	Concordia Parish	66	●			●			●						●			●	●					●		●			★					●							●
	Jefferson Parish	67	●				●				●				●			●						●	●	●			★						●						●
	LaSalle Parish	68	●			●			●						●			●	●			●				●	●		★							●					●
	Monroe City	69	●			●						●			●			●				●	●			●	●				●					★	●				
MA	Cambridge	70	●					●				●			●			●	●	●	●	●	●			●	●		●									●	●		
	Haverhill	71	●					●				●		●			●	●							●	●			●		●					●					
	Marion	72	●			●				●			●					●	●			●	●			●	●							●			●		●		
	Taunton	73	●			●					●			●				●	●				●			●			●	●											●
	Wareham	74	●				●			●				●				●	●				●				●				●		●		●						
	Worcester	75	●					●				●			●			●							●	●									●			●		●	
MI	Adrian	76	●				●			●				●				●	●			●		●		●	●		●						●	●					
	Jackson	77	●				●					●		●				●				●	●					●	●						●		●				
	Pinconning	78	●					●	●					●				●	●			●				●	●								●	●	●				
MN	Mankato	79	●			●						●		●				●	●			●	●			●			●							●	●				
	Osseo	80	●				●				●				●			●	●			●	●			●									●	●	●				
	Owatonna	81		●			●			●				●				●	●	●	●	●	●	●		●										●	●				●
	St. Paul	82		●				●				●	●					●	●			●		●		●		●	●						●	●					
MS	Aberdeen	83	●				●			●					●			●	●	●	●	●	●			●	●	●	★							●				●	
	State Department	84		●													●	●	●	●	●	●	●	●				●	★						●		●				

See totals at end of chart on last page.

[1] The attributes were grouped into categories for the purposes of identifying those attributes associated more with instructional processes and strategies (Instructional), or administrative and policy functions (Organizational). the Presence of a "★" rather than an "●" indicates that the attribute was discussed in greater detail.

PROFILE INDEX TO 1984-85 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS - *continued*

																														ATTRIBUTES OF SUCCESS[1]											
			PROGRAM			PER PUPIL COST			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			Instructional						Organizatio						
	Local (LEA) or State Educational Agency	Page number, Vol III	LEA	Migrant	Neglected/Delinq.	Up to $499	$500 to $999	$1000 or more	Rural	Small town	Suburban	Urban	Less than 100	100-499	500-2500	More than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation used	Positive cl
Missouri	Dunklin	85	●			●					●			●				●	●	●		●	●	●		●	●		★				●		●						
	Fayette	86	●					●		●			●					●						●	●	●	●		●				●			●					
	Liberty	87	●				●				●		●				●	●						●	●	●			●							●					●
	Division of Youth Services	88			●			●				●	●					●	●	●	●		●		●	●		●	●								●				●
	North Kansas City	89	●			●					●				●			●	●			●				●			●			●					★				
	Warsaw	90	●				●		●				●				●								●	●	●	●	●				●			★					
MT	Lewistown	91	●				●		●					●				●	●	●	●	●	●	●		●	●		★									●		●	
NV	Washoe	92	●			●						●	●					●	●				●	●		●	●	●	●						●					★	
NJ	Freehold	93	●				●			●				●				●	●	●		●	●			●	●		●		●									●	
	Roselle Park	94	●			●				●			●						●	●		●		●		●		●	★			●	●								
	Township of Ocean	95	●			●					●			●				●	●	●	●	●	●			●	●								★		●	●			
NM	Santa Fe	96	●				●					●	●					●	●			●				●	●	●	●							●	●				
	U.N.M. C.P.H./Mimbres Sch.	97	●				●					●		●				●	●	●	●	●		●	●			●			●				●						●
NY	Binghamton	98	●				●					●			●			●	●	●	●	●	●			●									★		●		●		
	Buffalo	99	●					●				●		●			●					●	●	●	●			●	●		●					●					
	New York City	100	●				●					●			●			●	●			●	●		●	●	●								●		●			●	
	Waterford-Halfmoon Union	101	●			●				●			●					●				●				●	●		●		●				●						
N. Carolina	Alamance County	102	●				●			●					●			●	●	●		●				●								●	●					●	
	Ashe County	103	●				●		●						●			●	●	●		●				●	●		●		●						●				
	Caswell County	104	●			●			●						●			●	●	●		●				●			●						●		●				
	Madison County	105	●			●			●					●					●	●		●				●	●		●						●				★		
	New Hanover County	106	●				●					●			●			●	●			●				●	●			●						●					★
	Sampson County	107		●			●		●					●				●	●	●	●	●	●			●	●							●		★	●				
ND	Bismarck	108	●				●					●		●				●	●			●				●	●		●						●	●					
	Wishek	109	●					●		●			●					●	●	●		●				●	●		●	●			●								
Ohio	Chillicothe	110	●				●			●				●				●				●				●	●			★				●		●					
	Elyria City	111	●				●					●			●			●	●			●				●	●	●	●	●					●						
	Hamilton	112	●				●					●			●			●	●			●				●	●								●			●		●	
OK	Broken Arrow	113	●				●				●			●				●	●			●	●			●	●	●	●								★				●
	Tulsa	114	●					●				●		●			●								●	●		●	●										●		●
OR	Ashland	115	●				●			●				●				●	●			●		●	●	●	●		●	●					●						
	McLoughlin Union	116	●				●			●			●							●	●	●				●	●		●			★			●						

			PROGRAM			PER PUPIL COST			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCES												
																													Instructional						Orga						
		Page number, Vol. III	LEA	Migrant	Neglected/Delinq.	Up to $499	$500 to $999	$1000 or more	Rural	Small town	Suburban	Urban	Less than 100	100-499	500-2500	More than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation us	Positive
PA	Bradford	117	●				●			●					●		●	●	●	●		●				●	●		★						●		●				
	Jersey Shore	118	●				●		●	●				●				●	●	●		●				●	●		●	●							★				
	Keystone Oaks	119	●				●				●			●				●	●	●	●	●				●	●	●	●							●	★				
RI	Johnston	120	●					●		●				●				●	●			●	●			●			●						★		●				
SC	Lexington County	121	●				●				●				●			●				●				●	●		★						●						●
SD	Groton	122	●					●	●				●					●	●			●	●			●		●	●								●	●			
Texas	Abilene	123	●				●					●			●			●	●			●	●		●	●	●								★	●				●	
	Austin	124	●				●					●			●			●	●			●	●	●		●			★	●								●			
	Fort Worth	125	●					●				●			●		●								●		●	●	●			●							★		
	Fort Worth	126	●				●					●			●			●	●	●		●	●	●		●					●		★					●			
	Harlandale	127	●			●						●			●			●	●			●	●	●		●	●				●					●				●	
	McAllen	128		●			●					●				●		●	●	●	●	●	●	●	●	●			★			●				●					
Utah	Granite	129	●			●					●				●					●		●	●	●		●	●	●	★								●		●		
	Jordan	130	●				●				●				●			●	●	●		●				●		●	●						●	●					
	Salt Lake City	131	●				●					●			●			●	●			●	●	●		●	●	●	●	●						●					
	Utah State/Mill Creek	132			●			●				●	●							●	●	●	●			●	●	●	★								●		●		
VA	Rockingham County	133	●				●		●	●					●			●	●			●				●	●	●	●								●			●	
	Waynesboro	134	●				●				●		●				●								●	●		●	●						●	★					
	Wise County	135	●				●		●						●			●	●	●	●	●	●	●		●	●		●							●		●			
WA	Bellevue	136	●				●				●		●								●	●	●			●	●		●		●				★						
	Bellingham	137	●				●			●					●			●	●	●		●				●	●								●	●	●				
WV	Mercer County	138	●				●			●				●				●				●		●		●		●	●						●	★					
	Monongalia County	139	●				●		●	●				●				●				●		●		●	●		★		●									●	
	Ohio County	140		●			●			●				●				●	●	●			●			●		●	★			●			●						
Wisconsin	Lakeland Union	141	●				●		●				●							●	●	●				●	●	●	★			●			★						
	Menominee Indian	142	●				●		●				●					●							●	●	●	●	●						●					●	
	Milwaukee	143	●				●					●				●		●	●	●			●			●			●							●	●				
	Racine	144	●				●		●		●	●			●			●	●			●	●			●		●	●						●		●				
	Superior	145	●				●					●	●					●							●			●	●	●						★					
	Stoughton	146	●				●		●	●				●				●	●	●	●	●		●	●	●	●	●	●			●				★					
	West Bend	147	●					●		●			●				●	●						●	●	●	●	●	●						●	●					
WY	Arapahoe	148	●					●	●				●					●	●	●		●	●			●	●	●	★			●			●						
	Weston County	149	●				●		●				●					●	●			●				●		●	★							●			●		
	NUMBER OF PROJECTS	130	115	10	5	31	72	26	28	32	25	54	31	46	47	5	19	107	89	54	29	100	57	41	33	118	66	48	98	13	27	13	13	8	60	54	35	18	15	22	14

[1] The attributes were grouped into categories for the purposes of identifying those attributes associated more with instructional processes and strategies (Instructional), or administrative and policy functions (Organizational). the Presence of a "★" rather than an "●" indicates that the attribute was discussed in greater detail.

Appendix D

Projects Selected for Recognition, 1983-84

Effective Compensatory Education Sourcebook, Volume II

Chapter 1 Programs Selected For Recognition, 1983-1984

#Approved by JDRP
**Selected for recognition and approved by JDRP

ALABAMA

Birmingham City Schools
2015 Park Place
Birmingham, AL 35215

ARIZONA

Amphitheater Public Schools #10
701 West Wetmore Road
Tucson, AZ 85705

Douglas Unified School
District #27
1132-12th Street/P.O. Box 1237
Douglas, AZ 85608

Flagstaff USD #1
701 N. Kendrick
Flagstaff, AZ 86001

Phoenix Elementary District #1
125 East Lincoln
Phoenix, AZ 85004

CALIFORNIA

Alameda USD
2200 Central Avenue
Alameda, CA 94501

Healdsburg Union High School
District
925 University Street
Healdsburg, CA 95448

**Newport-Mesa USD
P.O. Box 1368
Newport Beach, CA 92663

Santa Rosa High School District
211 Ridgeway
Santa Rosa, CA 95401

COLORADO

Pueblo School District #60
315 West 11th Street
P.O. Box 575
Pueblo, CO 81003

CONNECTICUT

Bridgeport Public Schools
45 Lyon Terrace
Bridgeport, CT 06604

DELAWARE

Red Clay Consolidated
School District
1400 Washington/P.O. Box 869
Wilmington, DE 19899

DISTRICT OF COLUMBIA

D.C. Public Schools
415 12th Street, NW
Washington, D.C. 20004

FLORIDA

Volusia County
P.O. Box 2118
230 North Stone Street
Deland, FL 32720

GEORGIA

Georgia State Department
of Education
Youth Offender — Hardwick
2066 Twin Towers East
Atlanta, GA 30334

HAWAII

Windward Oahu School District
45-955 Kamehameha Highway
Kaneohe, HI 96744

IDAHO

Bonner County School District #82
430 South Division
Sandpoint, ID 83864

Idaho Falls School District #91
690 John Adams Parkway
Idaho Falls, ID 83401

New Plymouth School District 372
P.O. Box 388
New Plymouth, ID 83655

ILLINOIS

Bloomington Public School
District 87
300 East Monroe
Bloomington, IL 61701
(2 programs)

**Chicago Public Schools
1819 West Pershing Road 6E
Chicago, IL 60609
(2 programs)

Cobden Unit School District #17
P.O. Box 158
Cobden, IL 62920

Community High School
District #218
10701 S. Kilpatrick Ave.
Oak Lawn, IL 60453

Dekalb Community Unit School
District #428
145 Fisk Avenue
DeKalb, IL 60115

Granite City CUSD #9
20th & Adams
Granite City, IL 62040

# East St. Louis Unit District 189
1005 State Street
East St. Louis, IL 62201

INDIANA

South Bend Community School
Corporation
635 South Main Street
South Bend, IN 46601
(2 programs)

Valparaiso Community Schools
405 N. Campbell Street
Valparaiso, IN 46383

IOWA

Cedar Rapids Community
School District
346 Second Avenue SW
Cedar Rapids, IA 52404

Waterloo Community School District
Administration Building
1516 Washington Street
Waterloo, IA 50702

KANSAS

USD #500 Kansas City
Library Building
625 Minnesota Avenue
Kansas City, KS 66101

KENTUCKY

Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218
(4 programs)

LOUISIANA

Iberia Parish School Board
200 School Board Drive
New Iberia, LA 70560

MAINE

Millinocket School Department
Aroostook Avenue School
Aroostook Avenue
Millinocket, ME 04462

MARYLAND

Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

MASSACHUSETTS

Attleboro School Department
Rathbun Willard Drive
Attleboro, MA 02703

Boston School Committee
26 Court Street
Boston, MA 02108

Everett Public Schools
121 Vine Street
Everett, MA 02149

New Bedford Public Schools
455 County Street
New Bedford, MA 02740

Taunton Public School System
50 Williams Street
Taunton, MA 02780

MICHIGAN

Bridgeport-Spaulding
3878 Sherman Street
Bridgeport, MI 48722

Flint Community Schools
923 East Kearsley Street
Flint, MI 48502

Muskegon Public Schools
349 West Webster Avenue
Muskegon, MI 49440

MINNESOTA

School District 318
820 Pokegama Avenue North
Grand Rapids, MN 55744

Milaca Public Schools #912
500-4th Street SW
Milaca, MN 56353

Rochester ISD #535
Edison Building
615 Seventh Street, SW
Rochester, MN 55902

MISSOURI

Columbia Public Schools
1818 West Worley
Columbia, MO 65203

Kingsville R-1
P.O. Box 7
Kingsville, MO 64061

New Madrid County R-I School District
Box 56
New Madrid, MO 63869

Meramec Valley R-3 School District
126 North Payne Street
Pacific, MO 63069

MONTANA

Stevensville School District #2
300 Park Street
Stevensville, MT 59870

NEBRASKA

Lincoln Public Schools
720 South 22nd Street
P.O. Box 82899
Lincoln, NE 68501

NEW HAMPSHIRE

# SAU #37 Manchester School Department
88 Lowell Street
Manchester, NH 03101

SAU #49 Governor Wentworth Region 1 School District
Star Route #1
Wolfeboro, NH 03894

NEW JERSEY

Matawan-Aberdeen RSD
Broad & South Streets
Matawan, NJ 07747

Middlesex County Vocational Schools
Box 220/112 Rwes Lane
East Brunswick, NJ 08816

Willingboro Township Board of Education
Levitt Building/Salem Road
Willingboro, NJ 08046

NEW YORK

Elmira City School District
915 Hoffman Street
Elmira, NY 14905

Roosevelt Public School
240 Denton Place
Roosevelt, NY 11575

NORTH CAROLINA

Currituck County Schools
P.O. Box 40
Currituck, NC 26929

Department of Corrections
840 West Morgan Street
Raleigh, NC 27603

Henderson County Schools
P.O. Box 1700
Hendersonville, NC 28793-1700

Moore County Schools
P.O. Box 1180
Carthage, NC 28327

Salisbury City Schools
314 North Ellis Street
P.O. Box 2349
Salisbury, NC 28145-2349

NORTH DAKOTA

Devils Lake Public School
District #1
Shorts Center/North College Drive
Devils Lake, ND 58301

Fargo Public Schools
1104 2nd Avenue South
Fargo, ND 58103

Hettinger Public Schools
Drawer C
Hettinger, ND 58639

Stanley Community Public School
District #12
P.O. Box 10
Stanley, ND 58784

OHIO

Lorain City Schools
1020 Seventh Street
Lorain, OH 44052

South-Western City Schools
2975 Kingston Avenue
Grove City, OH 43123

Columbus Public Schools
270 East State Street
Columbus, OH 43215

Cleveland City Schools
1380 East 6th Street
Cleveland, OH 44114

OKLAHOMA

Oklahoma City Public Schools
Independent District 89
900 North Klein
Oklahoma City, OK 73106

OREGON

Crook County School Unit
1390 S.E. 2nd Street
Prineville, OR 97755-2498

PENNSYLVANIA

**Chester Upland School District
Administration Building
18th & Melrose Avenue
Chester, PA 19103

Greater Latrobe School District
410 Main Street
LaTrobe, PA 15650

Marple Newtown School District
120 Media Line Road
Newtown Square, PA 19073

Phoenixville Area School District
1120 South Gay Street
Phoenixville, PA 19460

William Penn School District
MacDade Blvd. & Bell Avenue
P.O. Box 405
Yeadon, PA 19050

Williamsport Area School District
201 West Third Street
Williamsport, PA 17701

RHODE ISLAND

North Providence School Department
11 George Street
North Providence, RI 02911

Portsmouth School Department
Middle Road
Portsmouth, RI 02871

SOUTH CAROLINA

Charleston County School District
The Center Building
Meeting & Hudson Streets
Charleston, SC 29403

Darlington County School District
Courthouse, Room 304
Darlington, SC 29532

Dillon County School District 2
401 Washington Street West
Dillon, SC 29536
(2 programs)

Greenwood School District 50
P.O. Box 248/Gage Street
Greenwood, SC 29648

Richland County School District 1
1616 Richland Street
Columbia, SC 29201

SOUTH DAKOTA

Douglas School System
Ellsworth Air Force Base, SD 57706

Mitchell School District 17-2
117 East Fourth Avenue
Mitchell, SD 57301

TENNESSEE

Chattanooga Public Schools
1161 West 40th Street
Chattanooga, TN 37409

TEXAS

Austin ISD
6100 Guadalupe
Austin, TX 78752

Corpus Christi ISD
P.O. Box 110/801 Leopard
Corpus Christi, TX 78403

Northside ISD
5900 Evers Road
San Antonio, TX 78238

Tyler ISD
P.O. Box 2035
Tyler, TX 75710

UTAH

Alpine School District
50 North Centers Street
American Fork, UT 84003

VERMONT

Addison Northeast Superivisory
Union District
9 Airport Drive
Bristol, VT 05443

Grand Isle Supervisory Union District
Box 108
North Hero, VT 05474

Windham Southeast Supervisory Union
230 Main Street
Brattleboro, VT 05301

VIRGINIA

Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207

Henrico County Public School
P.O. Box 40
Highland Springs, VA 23075

Newport News Public Schools
12465 Warwick Boulevard
Newport News, VA 23606-0130

Portsmouth Public Schools
P.O. Box 998
Portsmouth, VA 23705

WASHINGTON

Central Valley School District #356
South 123 Bowdish Road
Spokane, WA 99206

Pasco School District #1
1004 North 16th Avenue
Pasco, WA 99302

Port Townsend School District #50
1610 Blaine
Port Townsend, WA 98368

Prosser Consolidated School District
P.O. Box 430
Prosser, WA 99350

Spokane School District #81
North 200 Bernard
Spokane, WA 99203

WEST VIRGINIA

Kanawha County Board of Education
200 Elizabeth Street
Charleston, WV 25311

Ohio County Schools
2203 National Road
Wheeling, WV 26003

WYOMING

Goshen County USD #1
2602 West "E" Street
Torrington, WY 82240

Lincoln County School District #2
P.O. Box 218
Afton, WY 83100

PROFILE INDEX TO 1983-84 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS

Developed by Northwest Regional Educational Laboratory for the U.S. Department of Education as part of the Secretary's Initiative to identify unusually successful ECIA Chapter 1 projects

			PROGRAM			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCES												
																										Instructional						Organ						
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AL	Birmingham	20	●						●				●		●	●	●		●	●			●			●						●	●					
Arizona	Amphitheater	21	●						●		●				●							●	●		●	●							★	●				
	Douglas	22	●				●					●			●	●	●	●	●		●		●	●				●				★		●				
	Flagstaff	23	●				●					●			●	●	●		●				●	●	●	●										●	★	
	Phoenix	24	●						●			●			●						●		●	●		●						●			●			
California	Alameda	25	●					●				●			●	●			●	●	●		●											●		★	●	
	Healdsburg*	26	●			●	●				●						●	●	●	●	●		●		●	★		●	●									
	Newport-Mesa*	27	●					●			●				●	●			●	●			●	●		●			★									★
	Santa Rosa*	28	●					●			●						●		●	●			●	●		★						●						●
CO	Pueblo	29	●						●			●			●	●			●		●		●	●		●		★					●					
CT	Bridgeport	30	●						●			●			●	●	●			●			●		●			★		●							●	
DE	Red Clay	31	●					●				●			●	●			●	●			●		●			●						●		●		
DC	District of Columbia	32	●						●				●			●			●	●	●		●		●			●		●		★						
FL	Volusia County	33	●					●				●			●	●			●				●	●			●						●			●		
GA	Dept. of Offender Rehabilitation	34			●						●								●	●			●		●		●					●					●	
HI	Windward Oahu	35	●					●			●							●	●				●	●	●			★								●	●	
Idaho	Bonner County	36	●			●					●				●	●	●	●	●				●			●			●						★			
	Idaho Falls	37		●				●			●				●	●	●	●	●		●		●		●				★	★		●						
	New Plymouth	38	●			●					●				●	●			●	●			●	●		●						★	●					
Illinois	Bloomington	39	●				●			●						●			●		●	●	●			●						●			★			
	Bloomington	40	●				●			●					●				●	●	●	●	●	●		●			●						●			
	Chicago	41	●						●			●			●	●	●		●	●	●	●			●	●			★									●
	Chicago	42	●						●		●				●	●	●					●			●	●							★		●			
	Cobden	43	●			●				●					●	●			●	●			●	●		★		●		●								
	DeKalb	44	●				●				●				●	●			●	●			●	●	●				●				●			●		
	Granite City	45	●						●			●			●	●	●		●	●	●	●	●			●						●					●	
	Oak Lawn*	46	●					●			●							●		●			●	●	●	●		●							●			

			PROGRAM			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCES¹ Instructional						Orga						
		Page Number, Vol. II	LEA	Migrant	Neglected Delinq.	Rural	Small Town	Suburban	Urban	less than 100	100-499	500-2500	more than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language Arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate Instruction	Max Academic Learning Time	Monitored Progress	High Expectations	Feedback Reinforcement	Excellence Recognized	Coordination	Parent Community Invol.	Professional Development	Goals Objectives	Strong Leadership	Evaluation Use	Positive
Indiana	South Bend	47	●						●			●			●	●			●				●			●	★									●		
	South Bend	48	●						●			●				●				●			●	●		●										★	●	
	Valparaiso	49	●					●			●				●	●			●				●	●			●		★				●					
Iowa	Cedar Rapids	50	●						●			●			●	●			●				●			●		●								●		
	Waterloo	51	●						●		●				●	●			●				●			●						●				●		
KS	Kansas City	52	●						●				●		●	●	●	●	●	●			●			●		●		●								
Kentucky	Jefferson County	53	●						●			●			●	●				●			●			●	★	●										
	Jefferson County	54	●						●			●			●	●			●				●			●	●	●										
	Jefferson County	55	●						●			●						●	●				●			●				●								●
	Jefferson County	56			●				●			●			●	●	●	●	●	●	●		●							★		●			●			
LA	Iberia Parish	57	●				●					●			●	●			●	●	●		●	●								●				★	●	
ME	Millinocket	58	●				●				●				●	●	●		●				●		●								★			●		●
MD	Montgomery County	59	●					●					●		●	●			●	●	●		●										●	★			●	
Massachusetts	Attleboro	60	●					●			●				●	●	●			●			●			●	●	●										
	Boston	61	●						●				●		●	●	●	●	●				●	●		●							●		★			
	Everett	62	●						●			●			●	●			●	●		●	●				●	★					●					
	New Bedford	63	●						●		●			●								●	●		●							●	●	●				
	Taunton	64	●					●				●			●	●	●		●				●		●	●		●									●	
MI	Bridgeport-Spaulding	65	●					●		●				●					●	●		●	●				●						★	●				
	Flint	66	●						●				●	●	●	●			●	●		●	●	●				●					●	●				
	Muskegon	67	●						●			●			●	●			●	●			●					●				●		★				
MN	Grand Rapids	68	●				●				●				●	●			●	●			●		●			●							●		★	
	Milaca	69	●			●					●				●	●			●	●	●		●	●				●					●				★	
	Rochester	70	●						●		●				●	●			●	●			●	●								●	●			●		
Missouri	Columbia	71	●					●			●				●	●				●			●	●								●	●	●				
	Kingsville	72	●			●				●					●	●	●	●	●				●	●	●				●	●								★
	Meramec Valley	73	●				●								●	●			●				●	●		●		●		●								
	New Madrid County*	74		●		●				●				●								●	●							●			●					●
MT	Stevensville	75	●				●				●				●	●	●	●	●				●		●	●						●				★		

See totals at end of chart on last page.

*School rather than district program

¹The attributes were grouped into categories for the purposes of identifying those attributes associated more with instructional processes and strategies (Instructional), or administrative and policy functions (Organizational). The presence of a "★" rather than a "●" indicates that the attribute was discussed in greater detail.

PROFILE INDEX TO 1983-84 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS

			PROGRAM			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCESS[1]												
																										Instructional						Organiza						
	Local (LEA) or State Educational Agency	Page Number, Vol. II	LEA	Migrant	Neglected/Delinq.	Rural	Small Town	Suburban	Urban	less than 100	100-499	500-2500	more than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language Arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate Instruction	Max. Academic Learning Time	Monitored Progress	High Expectations	Feedback/Reinforcement	Excellence Recognized	Coordination	Parent/Community Involv.	Professional Development	Goals/Objectives	Strong Leadership	Evaluation Used	Positive Cl
NE	Lincoln	76	●						●			●			●	●			●	●			●	●							●			●		●		
NH	Gov. Wentworth Regional	77	●			●					●				●	●			●				●			★			●				●					
NJ	Matawan-Aberdeen	78	●					●		●				●								●	●			●									●		★	
	Middlesex County	79	●					●	●			●					●	●	●	●			●			●				●				●				
	Willingboro	80	●						●		●				●	●			●				●						★			●		●				
NY	Elmira	81	●			●			●			●		●	●	●	●	●	●	●			●			●								●	★			
	Roosevelt	82	●					●			●				●	●			●	●			●			●							●	●				
North Carolina	Currituck County	83	●			●					●					●			●	●			●			★	●					●						
	Department of Correction	84			●							●			●	●	●	●	●	●		●	●									●	●	●				
	Henderson County	85	●			●					●				●	●			●				●	●	●	●	●							★				
	Moore County	86	●			●						●			●	●	●		●				●				●							★		●		
	Salisbury	87	●				●				●				●	●	●		●		●		●	●		●						●						●
ND	Devils Lake	88	●				●				●				●	●			●				●			●		●					●					
	Fargo*	89	●						●	●							●	●	●				●		●	●									●			★
	Hettinger	90	●				●			●					●	●			●				●	●		●	●			●								
	Stanley	91	●			●				●					●	●	●	●	●				●								●	●					●	
Ohio	Cleveland	92	●						●				●		●	●	●		●				●			●	●								●			
	Columbus	93	●						●		●				●							●	●	●		●	★										●	
	Lorain	94	●						●			●			●	●			●				●			●						★			●			
	South-Western	95	●					●				●			●				●				●			★				★					●			
OK	Oklahoma City	96	●						●				●		●	●	●		●	●	●		●									●	●				★	
OR	Crook County*	97	●				●			●								●	●	●			●			★			●									●
Pennsylvania	Chester Upland	98	●						●			●			●	●				●			●	●		●		●						●				
	Latrobe	99	●			●					●				●	●	●		●				●			●	★							●				
	Marple Newton	100	●					●			●				●	●	●		●				●	●		●	●				★							
	Phoenixville	101	●					●			●				●	●			●				●	●		●							●			●		
	William Penn	102	●					●			●				●	●			●	●			●			●	●				●							
	Williamsport	103	●						●			●			●	●			●				●	●	●						★		●	●				
RI	North Providence	104	●					●			●				●	●			●				●			●	●					●						
	Portsmouth	105	●				●				●				●	●	●	●	●				●	●								★	●		●			

			PROGRAM			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCESS: Instructional						Organi						
		Page Number Vol. II	LEA	Migrant	Neglected Delinqu	Rural	Small Town	Suburban	Urban	less than 100	100-499	500-2500	more than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language Arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate Instruction	Max. Academic Learning Time	Monitored Progress	High Expectations	Feedback Reinforcement	Excellence Recognized	Coordination	Parent Community Involv.	Professional Development	Goals Objectives	Strong Leadership	Evaluation Used	Positive Cli
South Carolina	Charleston County	106	●			●	●	●	●			●			●	●				●			●	●				●				●	●					
	Darlington County	107	●				●					●			●	●				●			●	●					★				●					●
	Dillon*	108	●			●					●					●				●			●	●					●		★							★
	Dillon*	109	●			●					●					●			●				●	●					●		●							●
	Greenwood	110	●				●				●					●				●			●	●	●	●						●	★					
	Richland County	111	●						●			●			●							●	●	●		●						●	●					
SD	Douglas*	112	●			●					●				●	●			●	●			●		●					★		★		●				
	Mitchell	113	●				●				●				●	●			●	●			●						●				●			●		
TN	Chattanooga*	114	●						●		●				●						●		●			●						●			★			
Texas	Austin	115	●						●		●			●					●	●	●	●	●			●						●					★	
	Corpus Christi	116	●						●			●			●	●			●		●		●	●		●						●		●				
	Northside	117	●						●		●			●								●	●			●						●	●					
	Tyler	118	●						●			●			●				●		●		●		●							●			●	★		
UT	Alpine	119	●				●	●				●			●				●			●	●		●	★							●					●
Vermont	Addison	120	●			●	●			●				●	●				●	●	●	●	●		●				●				★				●	
	Grand Isle	121	●			●				●					●	●	●			●			●					●				★	●					
	Windham	122	●				●				●				●	●	●		●	●	●		●	●	●								●	★				●
Virginia	Arlington	123	●					●				●			●	●			●		●		●	●			★						●		●			
	Henrico County	124	●					●				●			●				●	●		●	●			●	●							●				
	Newport News	125	●						●			●		●	●	●			●	●			●				●				★							●
	Portsmouth	126	●							●		●			●	●			●	●			●									●	●	●				
Washington	Central Valley	127	●						●		●				●	●			●				●	●		●	●								●			
	Pasco School	128		●		●						●		●	●				●	●	●		●									●		●	★			
	Port Townsend	129		●			●				●				●	●	●	●	●	●	●		●		●	●							★		●			
	Prosser	130		●		●					●							●	●	●	●	●	●		●	●									●	●		
	Spokane	131	●						●				●		●	●			●	●		●	●	●		★							●			●		
WV	Kanawha County	132	●			●	●	●	●	●						●			●				●			●									●			●
	Ohio County	133	●				●				●				●	●			●				●						●			●		●				
WY	Goshen County*	134	●			●				●				●	●				●		●	●	●			●			●									●
	Lincoln County*	135	●			●	●			●							●	●	●		●		●	●	●			★	●			●						
	NUMBER OF PROJECTS		108	5	3	25	27	27	46	17	49	41	9	12	91	86	35	22	94	58	29	23	114	45	31	66	23	26	20	14	7	42	41	27	25	20	19	18

*School rather than district program

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